Academic Program Review
Texas A&M University
Department of Psychological and Brain Sciences
Self-Study Document
November 2017

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External Review Team Charge

Please examine the department and its programs and make recommendations that will help in planning improvements. Your resources are a self-study report prepared by the department, copies of materials from the program’s last review, information you gain through personal interactions while visiting Texas A&M University, copies of strategic plans and goal-setting documents at the department, college, and/or university level, and any additional information requested by you or by the department. Within the broad charge of recommending ways the department can continue to improve are some specific questions that we would like you to address:

- Based on the data / information provided in the self-study report or gathered by the review team, what are the department’s overall strengths and weaknesses?
- Describe the alignment of degree program’s strategic goals and priorities with college and institutional goals and priorities.
- How would you compare this department with its peers?
- What improvements (including student learning and faculty development) has the department made since the previous program review?
- With only current resources or a modest infusion of new ones, what specific recommendations could improve the department’s performance, marginally or significantly?
Executive Summary

The Department of Psychological and Brain Sciences seeks to emerge as a leader in psychological science and education. We currently have 42 tenured and tenure-track faculty members who specialize in research related to Behavioral & Cellular Neuroscience, Clinical Psychology, Cognition & Cognitive Neuroscience, Industrial/Organizational Psychology, and Social & Personality Psychology. We have nine academic professional track faculty members who support the teaching, service, and clinical missions of the department. We educate 1300-1400 undergraduate majors and 700-900 minors, and contribute to the teaching mission of the university by providing core curriculum courses and courses recommended for other majors. We enroll approximately 100 PhD students across specialty areas and seek to train the next generation of psychological scientists. We maintain a community clinic associated with our APA accredited clinical PhD program that provides mental health services to underserved members of the community.

At the time of the last external academic program review in 2010, we were doing well as a department but faced several significant obstacles. We had recently hired several cohorts of promising faculty who were research productive, highly cited, and nationally recognized. The review noted several challenges faced by the department, including limited research lab space and low quality space, low stipends for graduate students, insufficient staff for student and faculty support, concerns with faculty retention if support did not increase, and difficulty with recruiting senior faculty to department leadership. Support from our faculty, College, and University ameliorated these issues. We recently obtained a renovated building that increased the quantity and quality of available space, we have increased graduate stipend levels by 50%, we have increased the number of and salary support for staff, and we have restructured department administrative roles to make leadership positions more attractive to faculty. Some challenges remain, perhaps the most significant of which is that some laboratory space is low quality and our labs, offices, and classrooms are spread across campus. As in 2010, we are again in the position of having hired several large cohorts of faculty members who show exceptional promise, and therefore concerns about infrastructure and support are again an issue for retaining these promising scholars.

In alignment with the University Vision 2020 initiative and the department strategic plan developed in 2015, notable improvements since the last external review include:

- Hired eleven tenure/tenure-track faculty in the last three years, based on a department strategy of identifying researchers who bridge traditional areas in psychology, have an established record or promise of interdisciplinary work, and a profile of research and grant productivity. We have specifically focused on hires in human neuroimaging, affective science, and diversity science.
- Increased faculty awards through targeted efforts to nominate faculty for key awards.
• Developed embedded certificates that guide undergraduate students through our curriculum to gain skills in specific areas (e.g., applied behavioral health) and communicate these skills to employers.
• Enhanced our signature high impact experience—working on original research with faculty—to include over 50% of our majors.
• Developed programs to elevate the professional development of graduate students, resulting in strong academic and research industry placements.
• Promoted student grant applications and success through department workshops and funding to support students working on fellowship applications.
• Developed multiple policies related to the distribution of resources within the department to increase transparency and shared faculty governance.
• Implemented a first year seminar and outreach efforts (e.g., a student-run blog) to improve retention rates, timely graduation, and job placement by increasing undergraduates' professional development and connection with the department and faculty.

Department metrics have improved over time and are likely to continue to improve, given that most of the changes noted above happened within the last few years. We are currently in the top 23% of psychology departments in Academic Analytics in terms of overall research productivity and impact, and we rank at the 30th percentile of psychology departments in the U.S. News and World Report rankings in 2017. Our productivity rate and impact continue to improve. The impact of our work is accelerating - about half of the overall research impact of the department has occurred in the last five years, measured by number of citations and h-index. This acceleration is likely the result of strong hiring and a young faculty who are beginning to hit their stride, with 45% of our current faculty having received their PhD within the last 10 years. Our faculty members have been successful in obtaining grant support, but our overall grant activity is below expectations given other indicators of productivity compared to departments with similar metrics. In light of this observation, we have made several changes to promote grant applications and funding over the last several years and initial indications show that this investment is increasing grant success.

A strong psychology department enhances the productivity of units across campus and provides the intellectual synergy necessary to fuel research innovations and to prepare students for the global workforce. We are excited about the next developments in our Department and have the potential to emerge as a leader in psychological science and education.
Introduction

Overview and History

Texas A&M University is the oldest public university in Texas, established as a land grant university in 1876 as the Agricultural and Mechanical College of Texas. The University changed appreciably in the 1960s, when women were admitted as students, participation in the Corps of Cadets was made optional, and the goals of the institution broadened to pursue status as a comprehensive university. In 1963 the name of the institution was changed to Texas A&M University, with the "A" and "M" only remaining to signify the university’s past. Today, Texas A&M is a land, sea, and space grant institution, a member of the Association of American Universities, and enrolls about 60,000 students, ranked 2nd in terms of enrollment for U.S. campuses in 2016-2017. The University is guided by "Vision 2020": a strategic vision to enhance the quality of research and teaching to rank among the top 10 public universities in the United States by the year 2020.

The Department of Psychological and Brain Sciences is administratively located in the College of Liberal Arts, which includes the humanities and social sciences. The Psychology Department began in the 1940s, offered its first baccalaureate degree (B.S.) in 1965, and its first doctoral degree in 1987. The Department underwent considerable growth in the 1980s as enrollments across the university increased. In 1980, there were approximately 400 psychology majors; by 1990, that number had reached 1,300. The Department, and University, experienced several decades of growing pains from steadily increasing enrollments. The Department was renamed Psychological and Brain Sciences, effective 9/1/17.

Today we have 42 tenured and tenure-track faculty members who specialize in research related to Behavioral and Cellular Neuroscience (BCN), Clinical Psychology, Cognition and Cognitive Neuroscience (CCN), Industrial/Organizational Psychology (I/O), and Social and Personality Psychology (SPP). We also have initiated several cross-area research clusters, including affective science, developmental psychology, diversity science, and personality processes. We have nine academic professional track faculty members who support our research, teaching, and service missions. Fourteen staff members support advising, IT, graduate students, general administration, and business services.

Undergraduates choose between a B.S. or B.A. degree, with the majority of majors (about 75%) selecting the B.S. option. We have managed admission rates to keep the number of majors at about 1300, consistent with what our faculty and staff can support. In Fall 2016 we increased the number of students directly admitted to the psychology program, with the aim of permitting students to start in the major rather than transfer to us after admission. This change allowed us to enhance the undergraduate experience by offering first-year seminars and engagement opportunities to our majors. We recently implemented four skill-based certificates within our existing major programs to meet student demand and better communicate the skills
of our majors to employers. We actively seek to involve students in research with faculty early in their careers to give them first-hand experience with the scientific rigor and logic of psychological science. The combination of our scholars’ expertise and innovative research programs provides an excellent venue for students to develop their professional skills inside and outside of the classroom.

We enroll approximately 100 doctoral students across program areas. As of Fall 2017, 27 students are enrolled in the Clinical program, 19 in the Industrial/Organizational (I/O) program, and 42 in the General Psychology program (13 in Behavioral and Cellular Neuroscience/ Texas A&M Institute for Neuroscience [TAMIN], 16 in Cognition and Cognitive Neuroscience, and 13 in Social and Personality Psychology). We do not currently offer a terminal Master’s degree, but students in the I/O and Clinical programs complete a Master’s degree as part of their doctoral training. The Clinical Psychology program is fully accredited by the American Psychological Association (APA) and has been since 1988. We maintain a community clinic that integrates teaching, research, and service by leading the development of empirically validated assessment and treatment to improve the lives of Texans with need for mental health services.

Academic Analytics places us in the top 23% of psychology departments in terms of overall productivity and impact (Scholarly Research Index, 58th/255 departments). In U.S. News and World Report in 2017, we placed #38 among public universities and at the 30th percentile of all ranked departments (#66 out of 218 ranked departments). We are appropriately cautious about the inferences we make from metrics used to evaluate faculty and departments, and are aware of their limitations; however, these metrics are informative about our relative standing and have improved steadily over time.
Our Mission

The vision of Texas A&M University is to become a recognized top ten public institution by the year 2020 (Vision 2020, http://vision2020.tamu.edu/). In alignment with this broader vision, the Department of Psychological and Brain Sciences has set a mission to emerge in the top 10% of departments nationwide. To do so will involve focused, forward-thinking hiring and retention strategies, development of our graduate and undergraduate programs, and acquiring and maintaining infrastructure consistent with modern psychology departments. There are many high quality psychology departments, and to emerge as a leader will require dedication on the part of faculty, students, and staff, and continued support from the College and University.

Investment in psychology is a critical component of enhancing the overall research profile of the University. Psychology is a hub discipline, like Physics, Chemistry, and Medicine, in that our research influences scientists in multiple disciplines, depicted in Figure 1 (Boyack et al., 2005). Psychological research has become increasingly central to policy (e.g., National Academies of Science Board). Psychologists provide the theory and expertise critical for virtually all projects across disciplines that involve human behavior in any way. Students who will work with or develop innovations for people benefit from a foundation in the science of human behavior. A strong psychology department enhances the productivity of units across campus and provides the intellectual synergy necessary to fuel innovations and to prepare students for the global workforce.

Figure 1. Map of science generated using a similarity measure based on co-citations. Large font size labels identify major areas of science. Small labels denote the disciplinary topics of nearby clusters of journals.

Strategic Plan and Targeted Improvements

The Department developed a 5-year strategic plan in Spring 2015 (see Appendix A). We engaged in a planning process that involved faculty in all areas and across all ranks, graduate students, representatives of undergraduate students, and staff. This plan is in alignment with Vision 2020 University goals to elevate faculty to national prominence, improve graduate and undergraduate programs, and diversify the campus community. The plan also aligns with the complement to this University plan, An Ideal 21st Century University, which emphasized a mission to reach excellence through serving the public good and fostering leadership. The College has set a 2015-2020 plan emphasizing Knowledge for Life. Consistent with this plan, we have emphasized high-impact publications, hiring of scholars with impactful research, improved our graduate and undergraduate programs, worked to foster an inclusive environment, and emphasized community engagement and outreach. We also identified strategies for progress toward those goals, and metrics to evaluate the success of our strategies. Below are the five overarching goals that guide our department, with major accomplishments related to each goal in the last three years:

1. Generating research that impacts the discipline and the community
   - Hired eleven tenure/tenure-track faculty in the last three years, based on a department strategy of identifying researchers who bridge traditional areas in psychology, and have an established record or promise of interdisciplinary work, and a profile of research and grant productivity. We have specifically focused on hires in human neuroimaging, affective science, and diversity science.
   - To facilitate recruitment and faculty development, implemented a formal mentoring program for tenure-track faculty, including a three-person mentoring committee, regular meetings, and professional development support.
   - Improved metrics reflecting faculty productivity and impact. Using a 3-year window, the number of articles generated by our faculty increased by about 17% between 2015 and 2016 (483 total), including publications in leading outlets (e.g., Science, PNAS). Comparing Academic Analytics data released in 2016 to that released in 2017, citations per faculty increased by 21% (27.6 to 33.4), and awards per faculty increased by 40%.
   - In 2014-2016, faculty received as PI, co-PI, or co-I intramural grants totaling $1.5M and new extramural grants awarded during this period totaling $8M.

2. Enhancing the visibility and clarifying the impact of Faculty's work on the discipline, University, and State of Texas
   - Increased award profile through targeted efforts to position and nominate faculty for prestigious awards. In the last 3 years, we have successfully nominated 1 faculty member as AAAS Fellow, 4 as American Psychological Association fellows, 4 as Association for Psychological Science fellows, 3 as fellows in specific psychology discipline organizations, 7 for NRC/AA "prestigious" awards in psychology, and 7 for additional awards.
   - Directly helped fill the mental health needs of the State of Texas by assessing and treating patients in the Psychology Training Clinic. In 2016, this included 336 clients who
were assessed (132 police and safety officers, 50 for disability services, 52 local adults and children) and 102 clients who received treatment.

3. **Promoting a scientific understanding of human behavior through a rigorous program of undergraduate education that provides students with skills relevant to the needs of today’s employers and enables undergraduates to achieve their goals**
   - Developed transcriptable certificates that guide undergraduate students through our curriculum to gain skills in specific areas (e.g., applied behavioral health) and communicate these skills to employers.
   - Enhanced our signature high impact experience—working on original research with faculty—to include over 50% of our majors. Students were encouraged to participate in research through first-year orientation seminars and collaboration with Psi Chi and Psychology Club, as well as APA funding for a summer research experience. As a result of these experiences, faculty collaborated with undergraduate students on 160 publications/presentations during 2014-2016.

4. **Developing and promoting a leading doctoral graduate program, based on significant scholarly contributions to the discipline**
   - In the last three years, 66% of students took academic positions (71% if visiting academic positions are included). Other graduate students took competitive research and analyst positions in corporations, including Google, Home Depot, and Hanover Research. Our clinical PhD program has enjoyed a 100% match for internships for the past seven years, including student placements at top internship sites in the country.
   - Promoted student grants through department workshops and funding to support students during work on fellowship applications. Students received competitive fellowships, including the National Institutes of Health NRSA fellowships and National Science Foundation pre-doctoral awards.
   - Faculty members collaborated with graduate students on 325 publications in the last three years (approximately 2/3rds of the publications generated in the department during 2104-2016).

5. **Implementing practices and policies that provide an inclusive workplace and learning environment**
   - Developed multiple policies related to the distribution of resources within the department to increase transparency and shared faculty governance.
   - Implemented a first year seminar and outreach efforts (e.g., a student-run blog) to increase undergraduates’ connection with the department and faculty.
   - Supported awards and professional development for staff members.
   - Faculty lead University ADVANCE initiatives to increase women’s participation in and prominence in STEM related fields across campus.
   - Established department diversity and inclusion committees, which include undergraduate students, graduate students, faculty, and staff. The graduate student group received university funding to create a podcast related to diversity.
Administrative Structure

The Department of Psychological and Brain Sciences is administered by the Department Head, who reports to the Dean of the College of Liberal Arts. The appointment is usually made through a formal search process that includes input from the members of the Department and is organized by a Search Committee comprised of at least three elected members from the Department as well as a member from another department and one from the Dean's office. Department Heads are typically appointed for four years. Since the 2010 review, Department Heads have included: Les Morey 2006-2010, Ludy Benjamin 2010-2012 (appointed for two years before retirement), Paul Wellman 2012-2013 (appointed as interim), and Douglas Woods 2013-2015 (external hire, left for a Graduate Dean position). Heather Lench began her term in January 2016.

Figure 2 depicts the department administrative structure. This structure is new since our last 2010 program review. At the time of the last review, one Associate Head was responsible for working with the Department Head on all department support activities and received multiple summer months of salary. In 2015, these duties were split across multiple Associate Head positions. This change has increased efficiency within the department, greater success in completing department initiatives, and an administrative workload that permits the Department Head and Associate Heads to remain research active.

Figure 2. The administrative structure of the Department.
Other important administrative roles within the department include:

- **Area coordinators**: Oversee the administrative and educational functions of the doctoral program areas (BCN, Clinical, CCN, IO, SPP).
- **Advisory committee**: Consists of area coordinators, along with the chair of the Diversity and Inclusion committee. They provide advice to the Head regarding Department planning, goals, and assessment.
- **The Graduate Committee**: Consists of representatives from each area. They establish and review standards for admission, graduate curricula, and graduate awards.
- **The Diversity and Inclusion Committee**: Consists of representatives from each area and staff. They review and recommend procedures and policies to promote inclusive and equitable practices within the department.
- **The Evaluation Committee**: They advise and consult with the Head on the annual faculty evaluation process. This committee consists of tenured faculty, with two elected members and one member appointed by the Head.
- **The Promotion and Tenure Committee**: Advises the Department Head on promotion, tenure, and appointment recommendations. All tenured members of the Department are members of this committee.
- **The Undergraduate Curriculum Committee**: Reviews and makes recommendations regarding curricula and requirements of undergraduate psychology majors.

The faculty approved bylaws in June 2003, with the most recent revision in 2017 (see Appendix B). The bylaws clarify department policies surrounding the administration of the department, faculty voting privileges, hiring, promotion and tenure decisions, and faculty evaluation.

Two other important Departmental documents are the Guidelines for Promotion and Tenure (Appendix C), and the Faculty Evaluation Guidelines (Appendix D). These documents convey expectations for faculty within the department and provide guidance for promotion and merit decisions. There are multiple other policies and procedures in writing and available on the website or the shared faculty drive. These policies were developed and shared with the intent of making decisions and the rationale for policies as transparent as possible.

**Facilities**

In the last 2010 program review, the Department's evaluation document noted that, "We believe our progress towards our goal of increased national prominence is obstructed more by space issues than any other single factor." Our facilities have improved since that time, with the renovation of the Milner building, which now houses our community clinic, several research labs, and our undergraduate advising office. Space continues to limit our success, particularly given that we have hired multiple scientists in the last three years who require NIH-compliant animal laboratories and access to neuroimaging facilities. The majority of peer and aspirant peer institutions identified in the University Vision 2020 plan have made investments in the infrastructure for their psychology departments in the last ten years with the aim of catalyzing
resource-intensive and high-impact work (e.g., UC Berkeley, University of Michigan, University of North Carolina Chapel Hill; see also Florida State University).

The Department of Psychological and Brain Sciences maintains facilities that vary in quality in four buildings across main campus, and uses services (MRI scanning) in a fifth building. Faculty offices and laboratories are split among buildings, as shown in Figure 3, resulting in redundancies in research equipment and facilities, as well as challenges to department cohesion and collaborations. We have made efforts to provide shared research facilities and equipment where possible, but often the physical distance between labs prohibits this and creates the need for redundant space and functions.

Figure 3. Location of facilities associated with Department functions.

Our average square footage for research laboratories is 683 square feet per faculty member, although this varies by use and area (see Table 1). The average for faculty offices is 154 square feet per office, which is consistent with the average faculty office for the College of Liberal Arts (as reported by Texas A&M FCOR).
Table 1. Overview of research space and associated productivity and impact.

<table>
<thead>
<tr>
<th>Field</th>
<th>SF/ Faculty</th>
<th>h-index since 2012/Faculty</th>
<th>Citations since 2012/Faculty</th>
<th>Average citations/sf</th>
<th>Total grant 2012-July 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beh. &amp; Cellular Neuroscience</td>
<td>1,177</td>
<td>19.0</td>
<td>1907</td>
<td>1.62</td>
<td>$11.8M</td>
</tr>
<tr>
<td>Cognition &amp; Cog. Neuroscience</td>
<td>661</td>
<td>16.3</td>
<td>1267</td>
<td>1.92</td>
<td>$5.1M</td>
</tr>
<tr>
<td>Clinical</td>
<td>560</td>
<td>19.3</td>
<td>1896</td>
<td>3.39</td>
<td>$4.2M</td>
</tr>
<tr>
<td>Industrial/Organizational</td>
<td>351</td>
<td>15.8</td>
<td>1295</td>
<td>3.69</td>
<td>$9.6M</td>
</tr>
<tr>
<td>Social &amp; Pers. Psychology</td>
<td>539</td>
<td>19.6</td>
<td>2283</td>
<td>4.24</td>
<td>$4.5M</td>
</tr>
</tbody>
</table>

Note. Square feet, h-index, and citations were calculated in March 2017, and includes all current faculty members with assigned laboratory space. Grant numbers include the total award to faculty who were PI, co-PI, or co-l, and includes the overall total for all active and awarded grants during 2012-July 2017.

Psychology Building

The Psychology building was built and first occupied in 1920 by the Physics Department and includes approximately 48,215 square feet. This space provides the majority of our faculty offices, vivarium areas for rats and mice, surgical and behavioral spaces for animal research, multiple behavioral labs (social and personality, cognition and cognitive neuroscience), and conference rooms. There are also three large classrooms that Psychology has priority scheduling for (114-218 seats).

The entire building was renovated for Psychology thirty years ago (1987). In the Campus Master Plan (2017), the Psychology Building is considered historic and a "Remodel B," meaning that the "facility requires major physical updating and/or modernization. The approximate cost of Remodeling B is greater than 25 percent and less than 50 percent of the estimated replacement cost of the building." Per observations by contractors and maintenance in the building, the electrical circuits are overloaded and outdated, resulting in difficulty renovating and updating areas. Plumbing issues have resulted in multiple burst pipes, flooding, lab and classroom damage, and the cancellation of multiple classes due to sewage in the building. The exterior of the building has multiple cracks, resulting in water leaking into the basement area. The exterior of the building, and our classrooms on the ground floor, were scheduled for repair in Summer 2017, but the renovation has not been completed to date. All entrances to the building have stairs, meaning disability access to the building is via a lift by the side entrance that requires a key from university disability services to operate. With support from the College and donors, we have renovated parts of the interior of the building. However, this is an aging facility that is increasingly difficult to maintain, especially given our need for NIH-compliant animal testing space. Some concerns can be addressed by strategic renovation over the next several years. Other concerns cannot be addressed through renovation. For example, the ceiling height on the ground floor is prohibitive for installation of modern cage racks for the animals that promote high quality animal care and reduce animal maintenance costs.
**Peterson Building**

We maintain approximately 7,000 square feet of functional space within the Peterson building, which is primarily maintained by Plant Pathology. The psychology space in Peterson includes approximately 2,500 square feet of wet laboratory space and 4,500 square feet of human behavioral testing space. These areas were renovated as part of offers or counter-offers to the specifications of faculty. Although the space is currently functional and relatively close to the Psychology building, having labs split between two buildings requires duplicated function and equipment. Several of our neuroscientists who work with animals have rodents housed in and tested in the Psychology Building, with their wet laboratories in the Peterson building. This includes Biosafety Level 1 and 2 work.

The Peterson building is classified as a "Remodel C" in the Campus Master Plan (2017), meaning that the "Facility requires major remodeling." The approximate cost of Remodeling C is greater than 50 percent of the estimated replacement cost of the building." Peterson has been slated for renovation by Engineering, and we have been instructed to move all labs from the building by 2019. The space designated for these labs is in the Old HEEP building, a lower quality and older space than Peterson (HEEP is also classified as a "Remodel C" in the Campus Master Plan, but would likely be a Remodel D if the plan had included that designation, and includes window-unit air conditioning and an elevator from the 1950s that does not meet current ADA requirements). The 2010 academic program reviewers noted that Nagle Hall (a "Remodel B" in very close proximity to the Psychology Building) would be an ideal location for psychology labs and would provide a long-term solution for our continuing space needs. Nagle became available at the same time as Old HEEP, but it is allocated to another unit.

**Interdisciplinary Life Sciences Building (ILSB)**

We have been allocated approximately 9,600 square feet in the Interdisciplinary Life Sciences Building, including access to vivarium areas, surgical suites, wet laboratory space, and behavioral testing space. This new building is in excellent shape to meet the needs of our faculty who work with animal models. The ILSB includes the Microscopy and Imaging Center, the X-Ray Diffraction Laboratory, and the Laboratory for Biological Mass Spectrometry. It provides office space, student space, and conference rooms to the faculty whose labs are placed in the building. Unfortunately, given expanding interest in neuroscience and animal models across campus, there is insufficient space to house all of our animal researchers in this area and some of these faculty are housed in animal laboratories in Psychology.

**Milner Hall**

We maintain approximately 16,000 square feet of functional space in the recently renovated Milner Hall. We have occupied the bottom three floors of this building since January 2016. Milner Hall now includes multiple human behavioral labs, our psychology clinic, our undergraduate advising office, an undergraduate lounge, and two computer classrooms used with undergraduate students enrolled in statistics and methods courses. The expansion to the Milner building provided much needed relief in terms of the overall square footage available for department functions. It has increased the average square footage of labs from the 409 square
feet per laboratory at the time of our last review in 2010 to the current average of 683 square feet per faculty laboratory (including both human and animal labs).

Clinical faculty received university funding as part of this move to develop the capacity in the renovated clinic space to measure client-therapist behaviors and emotions. The initial goal is to analyze the variables relevant for service delivery setting using cutting-edge statistical models. The ultimate goal is to develop effective therapeutic techniques to improve clients’ health outcomes and to integrate and enhance the research and clinical capabilities of the program.

Undergraduate programs now located in Milner include an advising wing with individual advising offices, waiting room, small conference room, and reception desk; a shared storage space for Psi Chi/Psychology Club and the advising office, which doubles as a Psi Chi/Psychology Club officer's meeting space; and, an undergraduate lounge with tables, chairs, and couches. All of these spaces are located within a few feet from our computer lab spaces.

**Texas A&M Institute for Preclinical Studies (TIPS)**
This facility is operated by the College of Veterinary Medicine and Biomedical Sciences. Through a memorandum of understanding, faculty members in the Department have access to an MRI scanner located in TIPS that was previously exclusively used for animal research. As part of a university initiative to develop human neuroimaging on campus, we recruited and hired five tenure-track assistant professors who primarily use fMRI in their work, giving us a core group of six researchers (these 5, plus one associate professor who joined the department in 2010). We negotiated a relatively low rate for scanning at this facility ($295/hr.), which is in effect until 2018. The scanner is currently functioning for our researchers. We have engaged in external consultant (Dr. Vince Calhoun) for support related to optimizing and developing sequences for use with humans. The College, Department, and individual faculty members have contributed to the development of the facility through IT support, required renovation, and purchases of equipment for the facility, including computers and psychophysiological equipment that is MRI compatible. Further large-scale investment is required for neuroimaging in this facility for it to be comparable to the resources available for human neuroimaging work at peer and aspirant peer universities.

**Finances**
The Department’s budget allocations over the last five years are reported in Table 2. The University and College have been supportive of steady increases over the last several years in our operating budget (at the time of the 2010 academic review, this was $67,000), our graduate student allocation, funding for staff positions, and faculty hires. This increased support has permitted us to hire additional research active faculty, provide funds for travel and research infrastructure, offer more seats in our courses, recruit and retain motivated staff, and increase our stipends for and numbers of graduate students.
Table 2. Base budget allocations over fiscal years 2014-2018.

<table>
<thead>
<tr>
<th></th>
<th>Operating Budget</th>
<th>Faculty Salaries</th>
<th>Staff Salaries</th>
<th>Graduate Allocation E&amp;G</th>
<th>Differential Tuition (used for grad. funding)</th>
<th>Undergrad. Enhancement (used for grad. funding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>$220,000*</td>
<td>$3,766,902</td>
<td>$245,272*</td>
<td>$458,522</td>
<td>$0</td>
<td>$0</td>
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<td>FY 2015</td>
<td>$240,000*</td>
<td>$4,102,244</td>
<td>$252,989</td>
<td>$458,522</td>
<td>$0</td>
<td>$150,000</td>
</tr>
<tr>
<td>FY 2016</td>
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<td>$4,576,962</td>
<td>$270,801</td>
<td>$458,522</td>
<td>$100,000</td>
<td>$167,000</td>
</tr>
<tr>
<td>FY 2017</td>
<td>$240,000*</td>
<td>$4,956,713</td>
<td>$291,965</td>
<td>$458,522</td>
<td>$100,000</td>
<td>$253,000</td>
</tr>
<tr>
<td>FY 2018</td>
<td>$240,000*</td>
<td>$5,002,620</td>
<td>$360,299</td>
<td>$458,522</td>
<td>$253,000</td>
<td>$260,000</td>
</tr>
</tbody>
</table>

Note. *Changes across time in practices result in an inability to compare directly across years. To make numbers comparable, the staff salary allocation in FY2014 does not include the salaries for two advisors because advising salaries were moved to the college-level starting the following year. Similarly, the operating budgets for FY2014-2017 have removed $30K because phone and access charges (of about $30K/year) will be paid centrally starting in FY2018.

Beside faculty salaries, graduate student support is the largest financial cost in the department. We are allocated $458K in our graduate allocation (these are the only fringe-benefit bearing funds), which supports about 25 students at our current stipend level of $18K. As shown in Figure 4, this is about 25% of the support required for maintaining productive research labs (2.5 students/lab), and about 50% of the support required to staff undergraduate courses. Faculty members typically fund about 25% of our students from grants, university funding sources, or placement contracts (e.g., clinical assessments at the local jail, research assistance with university entities). We also allocate funds that we receive from other sources to support graduate student stipends, including differential tuition, undergraduate enhancement, and graduate student professional development funds. Our funding has improved significantly in the last several years. But the current funding level continues to place strain on our research and teaching productivity, limits the number of students that we can offer doctoral training (about 6% of those who apply are enrolled), and limits the training activities that we can offer to our undergraduate and graduate students.

Figure 4. The number of students funded through our base graduate allocation compared to the number required for research and teaching needs.
The graduate stipend that we currently offer is consistent with the average stipend and practices at AAU Land Grant Institution psychology departments ($18K for a 9-month appointment, plus competitive summer support). However, graduate students are currently charged fees of about $2,400 per academic year when they register for the minimum required courses to complete the program, effectively reducing this competitive stipend to levels significantly below our peers. Every single external reviewer of the department in the last seven years has noted graduate funding as a major barrier to progress in the department. These reviewers include the last academic program review team in 2010, the American Psychological Association review team during our clinical program accreditation in 2015, and a review team charged with evaluating our social program in 2014. Dr. Pennebaker, at the time the Psychology Department chair at UT Austin with decades of experience, noted that, “the net funding [with fees] is lower than I have ever seen for a Research-1 university.” We have made significant improvements in the level of support offered to students, increasing stipends by 50% since the last review, and this remains a top priority for the department.

**External Program Accreditation**

Our Clinical Psychology PhD program is accredited by the American Psychological Association (APA). The program was first reviewed in 1988 and received full accreditation at that time for an initial 3-year period. The program has been reaccredited following each subsequent review in 1991, 1996, 2001, and 2008. Our last review occurred in 2015, with Drs. Mark Lumley, Patrice Saab, and Thomas Cafferty as reviewers. A seven-year accreditation (the maximum available at that time) was granted as a result of the review. A copy of the review conclusions is available in Appendix E.

The 2015 APA accreditation review noted the strength of changes made to the graduate curriculum that “provide the students a greater focus on research and the ability to design optimal preparation for their chosen careers. In our view, the resulting curricular changes have been very successful in these regards. The program faculty members are highly productive in research while also highly committed to the excellent training and education of the students, who are achieving very positive outcomes that fit the program’s training goals. Thus, overall, the site visit team views this as a strong program with a solid curriculum that achieves its goals.”

Several specific strengths were noted that contribute to the overall program, including the “close mentorship” of students who “are achieving very positive outcomes that fit the program’s training goals.” The review also indicated that the “highly productive” faculty had a proper degree of “respect for and understanding of cultural and individual diversity as reflected in its recruitment and retention policies for faculty and students.”

The review team noted a few curricular issues that needed to be resolved with respect to how specific material was integrated into existing courses. These issues were resolved in subsequent communication, resulting in a seven-year accreditation. Perhaps the only negative item noted
by the site review team was a need to maintain a critical mass of students and that our
graduate stipends at that time were low compared to peer clinical programs. As noted
elsewhere, we have made substantial improvements in stipend levels, and graduate funding
that is competitive and sufficient to support our research, teaching, and clinical missions
remains a pressing issue for the department as a whole.

Last APR External Review

The Department of Psychological and Brain Sciences (at the time Department of Psychology)
last underwent an Academic Program Review in 2010. That review, and our responses to the
recommendations outlined in the review, are attached in Appendix F.

Analysis

Our overall productivity and impact continue to increase, reflecting the strength of our faculty
and our hiring strategies. We have built research and instructional excellence in cross-program
domains, and hired stellar scientists in neuroimaging, diversity science, and affective science.
We continue our record of outstanding teaching, strong service nationally and university-wide,
and commitment to diversity and inclusion.

Reflective of changes in the field of psychology, many of our newly hired faculty identify with a
neuroscience approach. As of Fall 2017, 45% of our faculty use animal or human models of
brain functioning as the primary method in their research and an additional 17% use these
models as a supplemental method. We are currently taking steps to support these interests
within the department and university. This includes changing the department name to
Psychological & Brain Sciences and updating the graduate and undergraduate curricula.
Continuing to recognize our fundamental connection as scientists who focus on psychological
processes will be important during this transition, as we have many exceptional faculty
members who do not identify as neuroscientists.

Despite recent improvements, graduate student support and the quality and cohesion of our
facilities remain challenges for us. The most important investment that could be made would
be to provide the graduate student support and long-term planning for infrastructure needed
to retain current and incoming faculty.
Graduate Programs and Curricula

The Department of Psychological and Brain Sciences offers a PhD in Psychology that provides for specialization in Behavioral and Cellular Neuroscience (BCN), Clinical Psychology, Cognition and Cognitive Neuroscience (CCN), Industrial/Organizational Psychology (I/O), and Social and Personality Psychology (SPP). Specialization in BCN, CCN, and SPP are included in a “General Psychology” degree option. The objectives of the PhD program are:

- To prepare students to conduct high quality research, to direct research by others, and to communicate research findings through teaching and writing.
- To prepare students for careers in academic settings or organizations that involve practical solutions to personal, social, or organizational problems.

Doctoral Programs

Behavioral and Cellular Neuroscience
The Behavioral and Cellular Neuroscience (BCN) area consists of 9 tenure-track faculty, including five Professors (Grau, Maren, Meagher at .3 affiliation, Packard, Wellman), 2 Associate Professors (Bolaños, Eitan), 2 Assistant Professors (Moscarello and R. Smith) and a non-tenure track Research Assistant Professor (Nagaya). Five of these faculty members were hired since the last external review in 2010: Drs. Maren and Nagaya were recruited in 2012, Dr. Smith was hired in 2015 and Drs. Bolaños and Moscarello were recruited because of the recent Affective Science hiring initiative in 2016. BCN faculty members also affiliate with the Texas A&M Institute for Neuroscience (TAMIN), an interdisciplinary initiative across the university.

Research by BCN faculty falls into three overlapping areas of concentration: 1) learning and memory (including spatial and habit learning, conditioning and avoidance, and recovery from injury), 2) affective, stress, and trauma-related disorders (including PTSD, anxiety, pain, and depression), and 3) addiction and motivated behavior (including drug seeking and relapse). These research areas are reflected in the undergraduate and graduate course offerings by BCN faculty, which include Physiological Psychology, Psychology of Animal Behavior, Psychology of Learning, Neuroscience of Learning and Memory, Biological Basis of Psychiatric Disorders, Health Psychology, and Drugs and Behavior. BCN faculty currently supervise and mentor 21 graduate students and 2 postdoctoral fellows, as well as dozens of undergraduate researchers in their laboratories. Finally, the BCN faculty contributes substantially (the largest proportion of any department on campus) to classroom teaching efforts in both the undergraduate Neuroscience minor and the Neuroscience PhD program.

The BCN area is funded by extramural grants from National Institutes of Health (including NIMH, NINDS, NIDA) and private foundations (McKnight, Brain & Behavior Research, and Craig H. Neilsen Foundations). Since 2012, the total award amount to current area faculty members as PI, co-PI, co-I, or mentor is over ~ $5.4 million. This level of funding is reflected in a high rate of publication productivity from 2012-2016, averaging 15 papers/faculty member. BCN faculty
members are highly cited (2012-7/2017), with an average Google Scholar h-index of 22, and an average of 2,434 citations. Two BCN faculty members (Maren, Bolaños) are among the most highly cited neuroscientists in the field (ISI Highly Cited, top 1%), with Dr. Maren in the top .25%. BCN graduate students have also had success in securing extramural funding, including securing prestigious predoctoral NRSAs. Upon graduation, BCN students in the last 5 years have obtained post-doctoral positions at institutions such as the University of California-San Diego, University of California-San Francisco, Case Western Reserve University, University of Texas-Dallas, University of Pittsburgh, and Medical University of South Carolina.

Importantly, BCN faculty members have been campus leaders in the establishment and growth of neuroscience at TAMU. These efforts have resulted in the creation of the Neuroscience PhD program as well as the addition of neuroscience faculty both within the Department of Psychological and Brain Sciences as well as in other units. Dr. Grau recently spearheaded an effort to bring $1.5M in private foundation funding to TAMU to support a campus-wide Spinal Cord Injury initiative that is targeting four new neuroscience hires in 2017. Dr. Maren has played a key role in developing the affective science initiative which has resulted in four neuroscience hires within the Department, including neuroscientists working in both humans (Anderson and MacNamara) and animals (Bolaños and Moscarello).

The BCN faculty also has a strong service record. Dr. Maren currently serves as Editor-in-Chief of Behavioural Brain Research, and other faculty members serve on editorial boards of journals including Behavioral Neuroscience, Neuropsychopharmacology, and Hippocampus. Moreover, BCN faculty members hold leadership positions in various national organizations (e.g., American College of Neuropsychopharmacology, National Hispanic Science Network, American Psychological Association, Pavlovian Society, and Society for the Advancement of Chicanos and Native Americans in Science) and serve on a variety of grant review panels.

The outstanding productivity and success of the BCN faculty has been recognized by several prestigious awards. For example, Dr. Grau was awarded the Jerry Johnston Andrew Spinal Research Award in 2014. Dr. Maren was the 2017 recipient of the D. O. Hebb Distinguished Scientific Contribution Award from the American Psychological Association. Dr. Maren was also named an inaugural Presidential Impact Fellow at TAMU, an honor that supports the trajectory of the best and brightest faculty in the TAMU system.

Since the last external review in 2010, the BCN area has exhibited considerable growth as part of a campus-wide initiative directed at cultivating neuroscience research. This growth was made possible by a broad expansion of neuroscience research facilities in the Interdisciplinary Life Sciences Building (ILSB), which houses modern wet lab facilities, conference and classrooms, an auditorium, core imaging facilities, and a substantial vivarium. However, the growth of neuroscience across campus has placed pressure on laboratory space and animal housing, and we are in need of space to accommodate higher levels of biosafety containment. Progress since the last 2010 review demonstrates the strong dividends that such an investment would make.
Clinical Psychology

The Clinical Psychology area consists of 8 tenure-track faculty, including five Professors (Alexander, Edens, Meagher, Morey, Snyder), 2 Associate Professors (Balsis, Fields), 1 Assistant Professor (MacNamara), and 2 academic professional track Clinical Professors (Heffer, Stagner). Balsis currently serves as Director of Clinical Training and Heffer serves as Associate Director of Clinical Training and Clinic Director.

A major theme of the research across clinical program faculty is clinical assessment. The program’s productivity in this area, measured by number of publications, is top in the nation, falling behind only University of Minnesota and University of Pennsylvania. Other areas of research emphasis include psychophysiological assessment, pain, impulsivity, and hormones and behavior. Clinical faculty members are active contributors to departmental cross-area research clusters, including Affective Science, Diversity Science, Neuroscience, and Personality and Individual Differences. The Clinical Psychology program was first reviewed for accreditation by the American Psychological Association (APA) in 1988 and received full accreditation at that time for an initial 3-year period. The program has been reaccredited following each subsequent review in 1991, 1996, 2001, 2008, and most recently in 2015, receiving full accreditation for the maximum allowable window. The program benefits from strong faculty and graduate students. Among our tenure-track faculty, since and including 2011, 88% have received national awards or honors, 75% have served on editorial boards of scientific journals, 75% have received extramural research grants, 25% have served on NIH or NSF grant review panels, and 50% have held Fellow status in APA or comparable professional societies.

The Clinical area is funded by extramural grants from NIH, NSF, government agencies, and foundations. Since 2012, the total award amount to current area faculty members as PI, co-PI, co-I, or mentor is over ~ $2.2 million. Students also have enjoyed success in securing extramural funding, including securing prestigious predoctoral NRSA and NSF awards. In addition, the faculty have secured clinical contracts from local government agencies including the Brazos County Texas Commissary Fund, the College Station Police Department, the Texas A&M University Police Department, the Bryan Police Department, the Mental Health Mental Retardation Authority of Brazos Valley, Brazos County 911 District, and the Brazos County Office of the Sheriff. Faculty maintained a high rate of publication productivity from 2012-2016, averaging 24.88 papers/faculty member. Clinical faculty members were also highly cited (2012-7/2017), with an average Google Scholar h-index of 25 and an average of 2,949 citations. Two Clinical faculty members (Edens, Morey) are among the most highly cited psychologists in the field (ISI Highly Cited, top 1%).

The program espouses a blend of the scientist-practitioner and clinical science model of training, integrating the full range of research, teaching, and applied skills in training doctoral students. The area is moving toward a perspective that views research and applied skills as interwoven rather than as discrete sets of skills. The goal is to have graduates acquire the skills to pursue a strong clinical scientist career in an academic or research setting, as well as a robust clinician scholar-administrator career in a medical or other training institution. During the program’s recent APA site visit in 2015, the review committee indicated that “...for the past
several years the training has leaned toward the clinical science model.” The program’s hiring in the last fifteen years confirms this changing perspective. In these years, the program has hired faculty who trained or worked in a clinical science program (i.e., University of California, Los Angeles; Florida State University; University of South Florida; Stony Brook University, Washington University in St. Louis; University of Wisconsin, Milwaukee; and Yale University).

Students in the program have benefited substantially from the faculty and the training environment. Every year since the last departmental program review, 100% of our students have matched to internships of their choice, far-outstripping national base rates. Furthermore, students continue to match to some of the best internship sites in the country. In the past three years, sites have included Harvard University/Massachusetts General Hospital, Brown University, Medical University of South Carolina (MUSC), Children’s Hospital of Philadelphia (CHOP), and Children’s National Health System. Many of our students transition to postdoctoral fellowships or faculty positions in national research universities or medical schools, including Stanford University, Brown University, Baylor College of Medicine, and the Oklahoma Health Science Center.

**Cognition and Cognitive Neuroscience**
The Cognition and Cognitive Neuroscience (CCN) area consists of 4 full professors (Geraci, Smith, Vaid, Wilcox), 2 Associate Professors (Worthy, Yamauchi), 4 Assistant Professors (Anderson, Bernard, Brooker, Orr), and 3 academic professional track instructional faculty (Barnhardt, Schumacher, Bolger). The PhD Program in CCN aims to educate and train students interested in pursuing research and teaching careers at peer and aspirant peer institutions. The program seeks to offer students the highest level of training in behavioral, statistical, computational, and neuroscience methods needed to perform cutting-edge research that is competitive for publishing in well-regarded journals and placement in reputable academic positions. Students are trained to conduct research on a variety of theoretical and applied topics including memory, categorization and concepts, reinforcement and associative learning, cognitive development and aging across the lifespan, computational modeling, decision-making, creativity, metacognition, human computer interaction, and psycholinguistics.

Faculty research covers a large breadth of topics in Cognition and Cognitive Neuroscience. Some emergent themes are: 1) **Learning, memory, and executive function** - including basic associative learning mechanisms as well as memory, language processing, decision making and creativity, 2) **Cognitive development across the lifespan**, with researchers examining cognition in infants, emerging adults, and older adults, and 3) **Cognition in real world contexts and applications** – including cognitive aspects of addiction, depression, schizophrenia, and aphasia, the influence of multiple language experience on cognitive functioning, factors influencing creative thinking and design, and computer-human interaction. A range of experimental paradigms – behavioral and neurobehavioral - are used to study these topics.

In the 2010 report it was noted that the Cognitive area lagged behind in research and training using cognitive neuroscience methods. Since that time, five faculty members have been hired with expertise in this area, and our department has developed a partnership with the Texas
A&M Institute for Preclinical Studies (TIPS) on campus to conduct fMRI studies. This supplements pioneering work by our faculty using functional near infrared spectroscopy (fNIRS). In addition, transcranial direct current stimulation (TDCS), electroencephalography (EEG), galvanic skin conductance response (GSR), Positron Emission Tomography, eyetracking, and spontaneous eyeblink measurements are used by our faculty. Based on our successful recruitment of junior-level faculty members performing innovative research using neuroscience methodologies, the area voted in 2015 to change the area name from “Cognitive” to “Cognition and Cognitive Neuroscience.” This reflects a strategic focus of the area to explore cognition at behavioral, computational, and neurobiological levels of analyses. In addition, we have also reworked graduate student training to reflect this expansion in focus.

The CCN area is funded by extramural grants from NIH and NSF, as well as private foundations. Since 2012, the total award amount to current area faculty members as PI, co-PI, co-I, or mentor is over ~ $3.3 million. This includes F or K awards through NIH that support transitions to faculty positions as independent researchers. Despite the relatively high number of new researchers in the area, faculty also have a high rate of publication productivity from 2012-2016, averaging 18 papers/faculty member. The CCN faculty were also highly cited (2012-7/2017), with an average Google Scholar h-index of 18 and an average of 1,363 citations. Many faculty in the CCN area are active in interdisciplinary research (with computer science, engineering, Hispanic Studies, among other fields) and in national and international collaborations.

Doctoral program graduates from the CCN area have secured assistant professor positions at University of Texas (Austin), Clemson University, South Dakota State University, California State University (Chico), National Chung-Cheng University (Taiwan), Spelman College, Suleyman Sah University (Turkey), University of Pretoria (S. Africa), Keimyung University (S. Korea), University of Wisconsin (Fonds-du-Lac), and St. Mary’s University, as well as post-doctoral positions at Harvard University, Georgia Tech, New York University, Rice University, Michigan State University, Brandeis University, University of Nevada, Pusan National University (S. Korea), New Jersey Medical School, UCLA, and the National Brain Research Center (India).

Industrial/ Organizational Psychology
The Industrial/Organizational (I/O) area consists of 3 Professors (Arthur, Bergman, Payne), 2 Associate Professors (Miner, Samuelson), and 1 Assistant Professor (Sabat). The goal of the I/O area is to continue to enhance our national reputation as a center of scholarly excellence in I/O psychology and to become a nationally recognized top-5 I/O psychology doctoral program. To this end, we conduct high-quality basic and applied research via intense faculty and student collaborative efforts. Aligned with this, students are encouraged to work with multiple faculty members, coupled with a norm and climate of cooperation and success, not competition, within the program. In addition to substantive content domains, our students receive extensive training in quantitative methods and analyses, preparing them to conduct and evaluate I/O psychology research. The I/O faculty believe that a strong grounding in basic and applied research skills as well as the theoretical underpinnings of both Industrial and Organizational psychology is essential for both academic and applied work. Graduates are qualified for
positions in academic settings, research organizations, government agencies, corporations, and consulting firms. The program maintains the flexibility necessary to allow students to pursue careers in either academic or industrial settings, although the program emphasizes academic placements. The ratio of academic to applied placements has been stable over time; it was 40% in 2000-2009, and was 42% in 2010-2016, with high profile tenure-track academic placements in programs such as Bowling Green University, University of Illinois, Old Dominion University, University of Central Florida, and Universidad Adolfo Ibáñez (Chile).

The Industrial/Organizational (I/O) psychology doctoral program contributes to the strategic plan of Texas A&M University by providing high quality undergraduate and graduate education and training in psychology. The program is instrumental to the Department's research and teaching missions by (1) securing extramural funding which supports doctoral students and high quality research, (2) publishing in high-impact journals, (3) placing students in academic positions, and (4) teaching core psychology classes (e.g., Research Methods) and classes that meet the university's required International and Cultural Diversity graduation requirement (PSYC 300: Psychology of Women).

The I/O faculty are able to accomplish their goals by capitalizing on the expertise within the area. Specifically, faculty members have expertise in personnel testing, occupational health and safety, diversity science, conflict, and team performance. Many I/O faculty members regularly engage in interdisciplinary research with faculty from engineering and management, and have joint appointments or affiliations with interdisciplinary programs. Consonant with the preceding, the strengths of the program are reflected in major accomplishments (since the 2010 review) such as extramural grants, prestigious awards (e.g., APA’s Raymond D. Fowler award, SIOP’s Myers Award for Applied Research in the Workplace), and prestigious editorships (e.g., Human Performance, Occupational Health Science, Small Group Research). A noteworthy observation is that the grant profile of the area faculty is also qualitatively different since the last review. Since 2010, all of the faculty have been successful at obtaining extramural funding.

The I/O area is funded by extramural grants from NSF as well as other organizations. Since 2012, the total funding awarded to area faculty members as PI, co-PI, co-I, or mentor is ~ $2.8 million. Faculty maintained a high rate of publication productivity from 2012-2016, averaging 14.5 papers/faculty member. I/O faculty were also highly cited (2012-7/2017), with an average Google Scholar h-index of 17 and an average of 1,805 citations. Since the 2010 review, the quality, visibility, and productivity of the program has shown substantial advancements. Thus, whereas in 2010 the program was ranked 11th in productivity in three different sets of rankings (Gibby, Reeve, Grauer, Mohr, & Zickar, 2002; Oliver, Blair, Gorman, & Woehr, 2005; Payne, Succa, Maxey, & Bolton, 2001), it is now ranked 6th on two sets of rankings, specifically (1) productivity in the top I/O psychology journals, 2003-2012 (Beiler et al., 2014; Mahoney et al., 2010); and 7th on a third, institutional representation at 2008-2016 SIOP conferences (Keshef, 2016). University of Minnesota and Michigan State University are the only two institutions that are ranked higher than Texas A&M in all three rankings. Furthermore, all senior faculty members are fellows of SIOP, APA and/or APS. In addition, two of our faculty are in the top 2% of authors cited in six popular I/O psychology textbooks (Aguinis et al., in press).
Social and Personality Psychology

The Social and Personality Psychology (SPP) area program consists of 2 Professors (Rholes, Schmeichel), 6 Associate Professors (Carter-Sowell, Hicks, Lench, Salter, Schlegel, Vess), and two Assistant Professors (Mathur, Smallman). Two of these faculty members (Carter-Sowell, Salter) are jointly appointed with the Africana Studies Program.

Faculty members in the area have diverse research interests, but there are clear cross-cutting themes that reflect the strengths of the area in (1) self and identity – including self regulation, intersectional identities, self-knowledge, existential and cultural worldviews, and self-concept in the context of attachment, (2) social cognition - including counterfactual thinking, lay theories, and decision-making, and (3) social psychological determinants of health and well-being - including health disparities, emotions, relationship functioning, meaning in life, physical pain, and perceptions of social pain and social inequality.

The SPP area is funded by extramural grants from NIH and NSF, as well as private foundations. Since 2012, the total award amount with area faculty members as PI, co-PI, co-I, or mentor is over ~ $3.3 million. Faculty maintained a high rate of publication productivity from 2012-2016, averaging 16 papers/faculty member. The SPP faculty were also highly cited (2012-7/2017), with an average Google Scholar h-index of 17 and an average of 1,805 citations. Two SPP faculty members (Hicks, Schmeichel) are among the most highly cited psychologists in the field (ISI Highly Cited, top 1%). The Social-Personality area faculty also has a strong service record with memberships on editorial boards of such journals as Journal of Personality and Social Psychology, Journal of Experimental Psychology: General, Psychological Science, Personality and Social Psychology Bulletin, Emotion, Self & Identity, Journal of Happiness Studies, Social Cognition, and the Journal of Black Psychology.

Maintaining a space for meaningful collaborations and interdisciplinary work is integral to the vibrancy of the Social-Personality program. At the department level, there are three cross-cutting, interdisciplinary, departmental research clusters, and notably, the Social-Personality area has a large number of faculty (n = 7) who affiliate with at least one of these clusters (affective science = 4; diversity science = 3, and personality processes = 5). Four of our faculty members affiliate with more than one cluster. Nine faculty members have published in outlets that reached audiences beyond the traditional borders of social-personality psychology within the last three years. Our work appears in outlets engaging the work of cognitive scientists and neuroscientists, engineers, legal scholars, educators, and health practitioners.

The primary goal of the SPP graduate training program is to develop students into productive, independent researchers who are able to obtain post-doctoral positions, research jobs outside of academia, or faculty positions. The graduate program trains students as researchers in social and personality psychology, while maintaining sufficient flexibility to permit interdisciplinary and/or specialized training. The area has recently developed a strong track record of sending students to the highly competitive biannual Summer Institute in Social and Personality Psychology (SISPP). SISPP only accepts approximately 80 students from a pool that typically includes around 300 applicants. Three students from the area participated in 2015 and two
participated in 2017. Students have also received a number of national level travel awards in the past three years (e.g., SPSP, SPSSI; n = 11). One student who is affiliated with both the clinical and social area was recently awarded a highly prestigious NSF Graduate Research Fellowship. Faculty members in the area actively publishing with their graduate students. In the past three years (2014-2016) SPP faculty published 88 papers with student co-authors. Recent graduates of the program (past three years) have tenure track positions at Colby College, Utah State, and Missouri Western State University, a postdoc at Northwestern University, and visiting assistant professor positions at Mount Holyoke College and Hendrix College. Other graduates of the area have been successful in finding non-academic research oriented jobs (e.g., Trial Partners, Inc., Google, Hanover Research).

Program Curricula

Required Hours and Expected Completion Time
The Office of Graduate and Professional Studies (OGAPS) requires a minimum of 32 hours for a master’s degree (M.S.) and an additional 64 hours for the Ph.D. The 96-hour total for the doctorate includes hours obtained for research activities (PSYC 691, PSYC 685). A minimum of 64 hours at Texas A&M is required of students who are admitted with a master’s degree from another university. The Ph.D. program is designed to be completed in approximately five years, with some variation across students depending on whether they plan to pursue an academic or industry career.

Departmental Requirements
We expect students to be involved in research with their primary mentor as soon as (or before) they begin graduate study. Scientific study is the primary focus of our graduate students, and therefore the bulk of their time and effort is devoted to conducting and disseminating research. Students are encouraged to apply for grants to support their research and training. Students also are encouraged to develop collaborations with multiple faculty members.

Proficiency in methodology and statistics is foundational to graduate study in psychology. All graduate students take PSYC 607 (Experimental Psychology) and PSYC 671 (Experimental Design for Behavioral Scientists) during their first year in the program and attain a grade of B (or higher) in both courses. These two courses focus on statistics and methodology in psychology. In addition to these required courses, we strongly recommend that each student take additional statistics courses offered by Psychology or another department. A number of departments (Educational Psychology, Statistics) also offer statistics courses that can be electives.

Each area has specific requirements for doctoral students in their program. These are described in Appendix G by area. In addition, all students are required to take two graduate Psychology courses (6 credit hours) outside their area of specialization. The purpose of this requirement is to ensure that students acquire depth of knowledge in psychology beyond their specialty area. The department offers a series of survey courses (listed below) recommended to meet this
breadth requirement. Specialty seminars (e.g., PSYC689) offered by faculty outside the student’s program area may also be used to satisfy this departmental requirement. Each program area may require that a student take more than two breadth courses or require specific out-of-area courses. All breadth courses must be completed with a grade of B or higher. A sample of “breadth” courses includes the following:
   - PSYC 603 - Motivation and Cognitive Processes
   - PSYC 606 - Learning
   - PSYC 609 - Physiological Psychology
   - PSYC 610 – Organizational Psychology
   - PSYC 611 - Personnel Psychology
   - PSYC 615 - Perceptual Processes
   - PSYC 619 – History and Systems of Psychology
   - PSYC 620 - Theories of Social Psychology
   - PSYC 626 – Psychopathology
   - PSYC 634 - Principles of Human Development

A list of graduate courses appears in Appendix H.

**First Year Projects**

To facilitate research involvement from the start of their graduate career, first-year students complete and present the findings from a research project to the department in an annual poster session held in early October of the second year.

This research project typically represents a joint collaboration between students and faculty, and does not necessarily need to be an independent project designed by students. Students present their findings in a poster session that highlights what students have learned during their first year of training. Students are strongly encouraged to present their first-year projects at area colloquium meetings and national or international conferences.

**Admission Criteria**

Although there is variability from year to year, the department has typically received between 350 and 400 applications for the doctoral programs in recent years, with roughly half of those to the Clinical program. Table 3 provides descriptive statistics on the application patterns since 2011 and the qualifications of our enrolled students. We had significant reductions in our incoming classes in 2013 and 2014 because of larger cohorts admitted in 2008-2012 than could be sustained on the department budget.
Table 3. Patterns of admission and average admission metrics from 2011-2017.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admits/ Acceptances</th>
<th>% Admitted who Accepted</th>
<th>% of Applicants who Enrolled</th>
<th>Mean GPA</th>
<th>Mean GRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>345</td>
<td>28/18</td>
<td>64%</td>
<td>5%</td>
<td>3.45</td>
<td>1253*</td>
</tr>
<tr>
<td>2012</td>
<td>396</td>
<td>35/24</td>
<td>69%</td>
<td>6%</td>
<td>3.57</td>
<td>315</td>
</tr>
<tr>
<td>2013</td>
<td>394</td>
<td>11/7</td>
<td>64%</td>
<td>2%</td>
<td>3.76</td>
<td>319</td>
</tr>
<tr>
<td>2014</td>
<td>378</td>
<td>21/9</td>
<td>38%</td>
<td>2%</td>
<td>3.67</td>
<td>317</td>
</tr>
<tr>
<td>2015</td>
<td>381</td>
<td>34/18</td>
<td>53%</td>
<td>5%</td>
<td>3.70</td>
<td>319</td>
</tr>
<tr>
<td>2016</td>
<td>350</td>
<td>32/22</td>
<td>69%</td>
<td>6%</td>
<td>3.54</td>
<td>313</td>
</tr>
<tr>
<td>2017</td>
<td>354</td>
<td>29/22</td>
<td>76%</td>
<td>6%</td>
<td>3.57</td>
<td>312</td>
</tr>
</tbody>
</table>

Note. * indicates old GRE score calculation. Students are counted in the year of admission even if they delay the start of their program.

Degrees Awarded and Time to Degree

Table 4 describes the number of degrees awarded and the time from when students entered the psychology program until the year the PhD was conferred. Students are typically enrolled beginning in the fall semester, but the year of graduation could represent a May, August, or December graduation. Overall, the average time to degree was 5.69 years. There was an increased time to graduation in 2015-2016 due to three students graduating who had been in the I/O program for an unusually long time. The average time to degree is shorter than the national average time to a PhD in Psychology, which has remained stable over time at 7 years to degree (http://www.apa.org/monitor/2017/02/datapoint.aspx). The major goal of our graduate programs is to prepare students for academic and research positions. These positions are competitive and number of publications and degree of training is critical to successfully placing students. Students who spend at least six years in a graduate program have more time to publish their work and are more competitive for academic positions. We strive to maintain a balance between time to degree and positioning students to be successful in their careers.

Table 4. Doctoral degrees awarded and time to degree (2011-2016).

<table>
<thead>
<tr>
<th>Degrees Awarded</th>
<th>Time to Degree (Years)</th>
<th>Clinical Time to Degree (# Degrees)</th>
<th>I/O Time to Degree (# Degrees)</th>
<th>General Time to Degree (# Degrees)</th>
<th>TAMIN Time to Degree (# Degrees)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>14</td>
<td>5.50</td>
<td>5.75 (6)</td>
<td>4.75 (4)</td>
<td>6.00 (4)</td>
</tr>
<tr>
<td>2012-2013</td>
<td>7</td>
<td>6.25</td>
<td>6.00 (2)</td>
<td>7.50 (1)</td>
<td>6.00 (2)</td>
</tr>
<tr>
<td>2013-2014</td>
<td>16</td>
<td>5.37</td>
<td>5.50 (3)</td>
<td>5.80 (5)</td>
<td>4.81 (8)</td>
</tr>
<tr>
<td>2014-2015</td>
<td>18</td>
<td>5.70</td>
<td>5.90 (5)</td>
<td>7.33 (3)</td>
<td>5.06 (8)</td>
</tr>
<tr>
<td>2015-2016</td>
<td>12</td>
<td>6.64</td>
<td>5.50 (2)</td>
<td>9.80 (5)</td>
<td>5.25 (4)</td>
</tr>
</tbody>
</table>

Note. Clinical PhD students complete a one-year internship as part of their degree.
Academic Enhancements & High Impact Opportunities

We have made considerable efforts to enhance graduate student opportunities since the last review in 2010. We now have several programs in place to support graduate student professional development and training in research and grant writing:

First Year Seminar
A first-year professional development colloquium series is required for all entering graduate students. This series provides initial training in teaching introductory psychology as well as laboratory courses in statistics (PSYC 301) and experimental psychology (PSYC 302). Other topics include professional ethics in research, IRB policies and compliance, grant writing for NIH-NRSA and NSF fellowships, and conference oral presentation techniques. The colloquium series also invites department faculty to present overviews of their research programs to the first-year students to broaden their understanding of the variety of research conducted by faculty outside their areas of specialization. The seminar concludes with required student oral presentations on their first-year research projects.

Teaching Development and Mentoring
We have implemented a training sequence for graduate students in pedagogical practices, as well as to provide structured support and supervision as they begin primary instructing. The sequence consists of two courses focused on both general pedagogy (PSYC 696) and how students can create their own high-impact Introduction to Psychology course (PSYC 697). PSYC 696 is a seminar that provides pedagogical training for graduate students. In this course, they learn how to use active learning, written assignments, technology, and real-world applications in their classes. Additionally, they hear from external speakers from across the campus, highlighting the wealth of resources, skills, and methodologies that are available to them. They complete classroom observations and micro-teaching demonstrations to further develop and reflect on their teaching style. Importantly, this course helps graduate students develop their own teacher toolkit that they can use throughout their career, regardless of what course they are teaching. PSYC 697 is a course tailored to students concurrently teaching an Introduction to Psychology course. Essentially, this is a mentoring course in which students develop skills and materials needed to teach a high-impact interactive class that also satisfies the CORE curriculum requirements. This course is focused entirely on providing and helping students develop the materials for their introductory course, including things like: writing a syllabus, developing lectures, in-class activities (active learning, clips, in-class experiments, etc.), creating exam materials, and satisfying the core curriculum requirements for the course. It is a place to get support, mentoring and clarification as students teach their own course. This sequence provides much needed teaching support that lessens the amount of time new graduate instructors invest in developing a course, without overburdening research advisors.

Professional Development Seminar Series
This is a yearlong seminar series designed for graduate students from all training areas, which meets approximately every month. Topics include: scholarly writing, applying for post-doctoral
fellowships, applying for jobs, navigating graduate school, graduate student awards and grants, preparing job talks, interview tips, developing a curriculum vitae, and managing and understanding professional timelines.

**Graduate Student Internship and Job Market Training**
To improve graduate student placements, we have implemented two programs for professional development and competitiveness. In 2017, we developed an individualized job market training program for graduate students who are on the academic job and post-doc market. The Associate Head of Programs worked closely with individual students to prepare job application materials, practice Skype and phone interviews, and practice job talks for various audiences. We were very successful during Spring 2017 in placing graduate students in academic positions. Almost all students who applied for academic positions received one. 29% of graduating student entered tenure-track assistant professor positions, an increase over our average of 26%, with placements including Clemson University and Colby College. Others (35% entered post-doctoral positions, including at Stanford University, University of Oklahoma, and National Institutes of Health. In addition to this professional development series, we offer a program designed for clinical psychology students to improve placements at top internship sites. The Director of Clinical Training and other faculty work with students to prepare and refine application materials and prepare for interviews. This program has resulted in a 100% match since it was instituted in 2010, a seven-year streak of matches.

**Methods & Statistics Training**
Students work closely with advisors in an apprenticeship model to develop expertise in methods and statistics required in their area of psychological research. Most areas offer weekly seminars with local or external speakers that present on their research and methodological issues in psychology and neuroscience. All students complete a two-course sequence on statistics in their first year. We offer courses focused on methodological and statistical issues, including Assessment and Research Methods in Social Psychology. Many students also pursue a certificate with the Statistics Department and take courses or workshops offered at other institutions with support from the department for travel and registration. Most recently, students attended courses on data analysis using R, fMRI data analysis and interpretation, and longitudinal data analysis using Structural Equation Modeling.

In addition to these regularly available opportunities for advanced training, we have begun to offer other forums for graduate student engagement. For example, we hosted a Reproducibility workshop in 2015 that featured four top scholars involved in crafting federal and journal policies related to reproducibility in science. We also offer free statistics workshops designed to enhance graduate student training and productivity. In May 2017, graduate students (and interested faculty) participated in a weeklong meta-analysis workshop and a two-day Bayesian analysis workshop. To participate, students completed competitive applications and were required to submit a manuscript within a year using the techniques featured in the workshops. We plan to continue these workshops in future summers.
Several graduate courses both in Psychology and through the Texas A&M Institute of Neuroscience (TAMIN) focus on neuroscience topics, methods, and data analysis. For example, students can take classes in neuropsychology, methods in human neuroscience, principles of behavioral neuroscience, principles of neuroscience, and newly added courses in fMRI data analysis and neuropsychology of motor control. There are also weekly seminars offered in all program areas and by TAMIN that include neuroscience speakers.

**Research Awards and Support**

With support of donors and the College and University, the department offers a variety of competitive awards and fellowships designed to recognize and support graduate student research excellence and grant writing. We offered a *Graduate Excellence Support Award* to promising 6th-year students to complete an additional year (2017-2018) of research and teaching to increase their competitiveness for the academic job market. We also offer summer support with no teaching requirement on a competitive basis to students who will submit an extramural fellowship application, and support for students completing a major research project (STAR-COG Award). We offer a *Sells Research Excellence Award* to three students per year who have demonstrated strong research prior to graduating. We support travel for conferences and travel for professional development for graduate students on a competitive basis.

**Assessment of Student Learning Outcomes**

Our graduate training goal is to develop future scientists. Therefore, students are engaged in high-impact research experiences during their time with us. Students are integrated into faculty research laboratories and research projects immediately upon arriving their first year, and often the summer before. We have several initiatives to facilitate student productivity early in their graduate experience. Last year we began funding students to get a head start on applying for NSF graduate fellowships to be submitted the student’s first-year. This program was successful and we plan to continue to support it in coming years. In addition, we require that students conduct a first-year research project, which they present orally in the spring of their first year and then as a poster in a department-wide presentation at the beginning of their second year. Most areas also require that students (including first-year students) present yearly in area seminars on lab-based research.

Beyond the first year, multiple mechanisms support graduate student productivity. Required coursework is concentrated for students in most areas; typically, students complete their required courses during the first two years of the program so that they can focus primarily on research in the subsequent years. Clinical and I/O students are engaged in additional high-impact learning experiences. Clinical students begin their practicum placements in their second year, developing skills to administer standardized psychological assessments and conduct therapy. These clinical experiences are often synergistic with ongoing research projects. Clinical and I/O students also participate in yearlong internships at various sites around the country in their last year in the program, as discussed in more detail in the program descriptions.
In 2015, we created an assessment rubric to measure graduate student core competencies (e.g., research design, mastery of the theoretical and empirical literature, writing quality) by dissertation committees (see Appendix I). Analysis of the first cycle of assessments showed that students taking their oral exams met the target level of 90% “meeting expectations” in all areas of competency. In fact, all of the students scored in all categories as either “meets expectations” or “exceeds expectations.” We aim to have more graduate students exceed expectations in all areas, and note that the “meets expectations” ratings (rather than “exceeds expectations” ratings) tended to fall under Statistical Analysis, Research Design, and Writing Quality. Therefore, we have targeted these areas of competency for enhancement by adding professional workshops aimed at developing writing skills, and additional seminars and workshops aimed at developing research design and statistical skills.

We also assess graduate student research training in terms of the percentage of graduate students who author publications. This measure shows some variability over the last few years ranging from 71% in 2013-2014 to 80% in 2014-2015, to 65% in 2015-2016. Across all three years, we were close to our target level of 75%. In the last year the 65% represented over 300 publications with graduate student co-authors, and this dip may be the result of a larger first year cohort. We continue to strive to increase graduate student research productivity. In recent years, we have instituted several incentive programs that recognize and support graduate student research activities. Each training program evaluates students’ progress on a yearly basis, and provides feedback and direction to students regarding their research progress in particular.

We also evaluate the graduate program in terms of the percentage of academic and research placements earned by graduate students. In the last three years, 66% of students earned academic positions (71% if visiting academic positions are included) and other graduate students earned competitive research and analyst positions in industry, including Google, Home Depot, and Hanover Research. Clinical PhD students are required to complete an APA-approved internship in their last year. For the past seven years the Clinical program has had a 100% match rate for internships, which is above the national average. Many of these placements have included top internship sites.

**Analysis**

Our graduate student program is strong. Across all training areas, there is intentional integration of students into active and vibrant research labs from the beginning of their first year. Students have multiple opportunities to present research in open forums to prepare them for conferences and job talks. We maintain a balance between required coursework and research time for graduate students.

Expectations and opportunities scale as students develop more skills and knowledge through coursework and mentored research with their faculty advisors. Thus, by the time students are
in their fourth year, they are in a position to propose dissertation topics that will substantially advance their subfields. Graduate students are publishing high impact work with faculty members and so they are competitive in the academic market.

In addition to the formal curriculum in each training area, there are department-level training efforts in professional development and methodological topics that enhance graduate student education. These workshops and meetings help prepare students for the job market and provide training to enhance their abilities to analyze their own data and to critically evaluate the increasingly sophisticated research published in high impact journals. It is important for the department to continue these efforts to support professional development and methodological training.

The biggest challenge facing the department in terms of graduate training concerns funding levels for students. The department has made strides to increase stipends but this is still an area of concern, especially when university fees are factored into the discussion. This is a top priority for the department. We have taken steps to create competitive funding streams for support during the summer and a competitive sixth year for promising students. It is important that there are funds to continue these efforts to enhance graduate development.

A second challenge is to find additional ways to support students who are interested in careers outside of academia. Although the focus of graduate training is to prepare future researchers and scientist-practitioners, the skills graduate students acquire in our training programs prepare them for multiple career pathways. Given the realities of a tightening academic job market based on supply and demand, the department is committed to providing support for students who consider alternative careers in related and applied fields such as work in industry, government, and the non-profits.
Doctoral Student Profile

Enrollment

In Fall 2016, the Department of Psychology had 97 graduate students, including 18 in Behavioral and Cellular Neuroscience (12 through TAMIN), 28 in Clinical, 17 in Cognition and Cognitive Neuroscience, 13 in Industrial/Organizational, and 21 in Social/Personality. Eighty-six of these students were full-time students in Fall 2016, with others on clinical internship ($n = 6$) or completing their degree and registered part-time ($n = 5$). All data below is reported regarding Fall 2016 because the institutional data were generated from that period. This number and distribution of students is representative of typical enrollment patterns.

Student Demographics

The demographic composition of the graduate student body in Fall 2016 is shown in Table 5. Our doctoral student body is composed about equally of women and men. About 30% of students identify as under-represented minorities (Black and Hispanic-Latino), which represents a 6% increase since the last external review in 2010, driven by Hispanic-Latino students. Our numbers in these categories exceed national trends, as shown in the last 2010 NSF survey for doctoral graduates in psychology, with a national average of 5.8% of degrees to Black students and 9.7% to Hispanic students (http://www.apa.org/workforce/publications/10-race/index.aspx). Despite these successes, a continuing goal for the department is to increase our recruitment and support of students who are under-represented minorities. The Office of Graduate and Professional Studies (OGAPS) offers an attractive recruitment package through their Diversity Fellowship program and the department has been very successful in applying for these Fellowships, with 5-10 Diversity Fellows successfully recruited each year.

Table 5. Doctoral student demographics in Fall 2016.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Women</th>
<th>Men</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian Only</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Black Only + 2 or More</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic or Latino of any Race</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>International</td>
<td>5</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>American Indian Only</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more/Excluding Black</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian Only</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Unknown or Not Reported</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White Only</td>
<td>23</td>
<td>26</td>
<td>49</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>48</strong></td>
<td><strong>49</strong></td>
<td><strong>97</strong></td>
</tr>
</tbody>
</table>
Retention and Disposition of Entering Graduate Students

Table 6 provides a summary of the disposition of graduate students admitted since the last external review in 2010. As noted above, the low enrollments in 2013 and 2014 were due to budgetary constraints. Twenty of these students have completed their PhD, and another 66 are currently enrolled and in good standing in the program. One student (1%) transferred to a different university to accompany a departing faculty member. Six students (6.25%) left the program after completing a Master’s degree, and three students (3.13%) withdrew at the end of their first year. Students who left after the M.S. degree did so for a variety of reasons, both academic and personal. In two cases, the students’ advisors did not recommend continuation in the doctoral program. Those students who left without a degree did so for personal reasons.

Table 6. Disposition of entering doctoral students from 2011 to 2016.

<table>
<thead>
<tr>
<th>Entering Year</th>
<th>Number</th>
<th>No Degree</th>
<th>MS Only</th>
<th>Other Program</th>
<th>PhD</th>
<th>Currently Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>18</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2012</td>
<td>23</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>2013</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>2014</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>2015</td>
<td>17</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>2016</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Totals</td>
<td>96</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>20</td>
<td>66</td>
</tr>
</tbody>
</table>

Average Institutional Support Provided

All entering graduate students receive financial support, as is the case in psychology departments at all of our peer and aspirant peer institutions. Students are typically funded for five years, as long as the student remains in good standing in the program. Students are funded from a variety of sources, including departmental teaching assistantships, University diversity fellowships, College merit fellowships, extramural fellowships, faculty grants, and clinical placements. Students who receive assistantships and fellowships are eligible for health insurance coverage under the University’s health plan. We typically fund, through department assignments or grant support, all graduate students for their first summer and offer full or partial summer support in years 2-4 (on a competitive basis and based on department teaching needs and available grant support).

Figure 4 presents the graduate stipends associated with 9-month department assistantships over the past six years. Monthly stipends for all graduate assistantships are currently $2,000/month paid over 9 months ($18,000 for a 9-month academic year appointment). Students on fellowships and grants are typically funded at higher levels, ranging as high as $20,000 for College Merit Fellowships (2 years of support) to $27,000 for University Diversity Fellowships (3 years of support). More advanced students are encouraged to apply for external
funding, including NIH-NRSAs, NSF Graduate Fellowships, Ford Foundation Fellowships, and APA Fellowships. We currently have one student funded through the NSF predoctoral fellowship and two students funded through the NIH NRSA program.

Figure 5. Graduate stipends over the past six years.

![Graduate stipends over the past six years](image)

### Student Presentations and Publications

Table 7 presents the number of publications and external conference presentations of our doctoral students from 2011-2016. Number of presentations has remained stable over time, with a jump in 2013-2014. There is a marked increase in the academic productivity of our students from the baseline period of 2011 in publications. From 2014-2016, our students had an average of 107 publications per year compared to the yearly value ($M = 60$) from 2011-2013. The number of publications per student (doctoral students in second year and above) increased from .35 publications per student per year in 2011 to 1.40 publications per student per year in 2016. This shift indicates that faculty advisors of doctoral students have increasingly emphasized graduate student research productivity and publishing findings.

Table 7. Student publications and presentations from 2011-2016.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentations</td>
<td>130</td>
<td>151</td>
<td>217</td>
<td>195</td>
<td>147</td>
<td>126</td>
</tr>
<tr>
<td>Publications</td>
<td>28</td>
<td>77</td>
<td>75</td>
<td>120</td>
<td>96</td>
<td>105</td>
</tr>
<tr>
<td>Pubs/Student</td>
<td>.35</td>
<td>.86</td>
<td>.76</td>
<td>1.36</td>
<td>1.25</td>
<td>1.40</td>
</tr>
</tbody>
</table>
Employment Profile

Each program area offers resources to assist students in anticipation of entering the job market. Each area hosts seminars that include discussions around preparing a vita, preparing application cover letters, writing a research/teaching statement, and the process of applying for jobs. In these seminars, students present their work, including practice job talks, and receive feedback on preparing a job talk. A number of areas will bring graduates of the program back to campus to talk about their own job search and to describe work at various types of positions. As described in graduate enhancements, we have implemented a department wide program focused on individualized job market preparation for graduate students who are on the academic job and post-doc market. The Associate Head of Programs worked closely with individual students to prepare job application materials, practice interviews, and practice job talks for various audiences.

Table 8 provides a summary profile of the initial placements of our students who graduated with doctoral degrees since 2010. The table indicates that 26% of our graduates have obtained tenure-track academic faculty positions, with placements including University of Illinois (Champaign-Urbana), University of Texas (Austin), Tufts University, University of Alabama, Louisiana State University, University of Wisconsin (Fond-du-Lac), South Dakota State University, Binghamton University (SUNY), Bowling Green State University, Old Dominion University, and Baylor University. Another 8% entered other academic appointments for research or teaching (e.g., Visiting Assistant Professor, Lecturer). Consistent with national trends in psychology, many of our students (45%) entered post-doctoral positions for research and clinical science skills. Some students take clinical positions providing mental health services (4%) and others (14%) take research positions at national and international corporations and consulting firms (e.g., SAP, Google, Home Depot). A complete listing of doctoral program graduates since 2010 and their initial placements is provided in Appendix J.

Table 8. Graduate student employment profile from 2010-2016.

<table>
<thead>
<tr>
<th>Year</th>
<th>TT Academic</th>
<th>Other Academic</th>
<th>Post-doctoral placement</th>
<th>Clinical Positions</th>
<th>Research Positions</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>1</td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<th>Clinical Positions</th>
<th>Research Positions</th>
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<td><strong>2015</strong></td>
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<th></th>
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<th>Post-doctoral placement</th>
<th>Clinical Positions</th>
<th>Research Positions</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>26%</strong></td>
<td><strong>8%</strong></td>
<td><strong>45%</strong></td>
<td><strong>4%</strong></td>
<td><strong>14%</strong></td>
<td><strong>2%</strong></td>
</tr>
</tbody>
</table>

Note. Research position count for 2015 graduates includes one student who serves as Captain in the Air Force.
Analysis

The University strategic plan focuses on commitment to the land grant mission of the university (the Morrill Act of 1862). Multiple ambitious targets have been set to fulfill this mission, including enhanced learning outcomes, high completion rates, timely graduation, high placements upon graduation, and graduating a diverse student body.

The graduate programs in Psychology contributes to meeting each of these targets. We train the next generation of researchers in psychological science and application. Assessment of student learning in our programs reveals that they are mastering the concepts and techniques required in their area of specialization. Because of lower scores related to statistical knowledge, we are currently developing methods to support students in gaining proficiency in advanced statistical techniques.

We have developed effective strategies to retain graduate students, resulting in nearly a 100% graduation rate. These strategies include the development of close mentoring relationships with a primary advisor, integration with working groups in their research labs, an orientation and seminar during the first year, and a shared training experience in foundational methods and statistics. Students who are recruited through university diversity fellowships are prioritized in decisions related to department support.

Our graduate program is designed to be completed in a timely manner and students are encouraged to meet benchmarks that move forward their progress in the program, such as proposing their dissertation work in their 4th year. However, we also recognize that the job market is competitive for psychologists, regardless of whether students are entering the academic job market or pursuing other career paths. The national average time to graduation in psychology departments is 7 years. For our students to be successful in the job market, they must have time to complete their training and to publish findings. Thus we strive to maintain a balance between timely graduation and successful student placements.

Graduates of our PhD programs place well, with almost 100% employment, and nearly 75% entering academic positions (tenure-track and postdoctoral). Other students have entered research-focused jobs in top national and international corporations.

We strive to maintain and increase diversity in our graduate student body. We graduate about 50% men and 50% women. We have increased the overall percentage of doctoral students who are underrepresented minorities, and the current percentage is above the national average. This success is due in part to highly competitive Diversity Fellowships offered by the University, as well as the commitment of our current faculty and students to supporting diversity and inclusion, broadly defined, in our students.

The Department of Psychological and Brain Sciences is able to admit a small proportion of the students who apply (between 2% and 6%). We would like to be able to train more students, but
must balance the number of admissions with the ability to provide stipends that attract top quality candidates. Increasing the number and quality of students is a top priority for us. This is particularly important for two programs that train students for high demand job markets that directly benefit the state: 1) the clinical doctoral program, which trains students to assess and treat mental health disorders, and 2) the industrial/organization program, which trains students in workplace issues and interventions. The Bureau of Labor Statistics forecasts that I/O psychologist will be the fastest growing occupation over the next five years (increasing by about 53%). We are developing a self-sustaining professional I/O Master’s degree program to help meet this need, and anticipate that this program will be available next year.
Undergraduate Programs and Curricula

The Department of Psychological and Brain Sciences offers a Bachelor of Arts degree (BA) and a Bachelor of Science degree (BS) in Psychology, as well as a Psychology minor. The programs focus on the scientific study of human and animal cognition, emotion, and behavior, including the internal and external causes and outcomes of behavior, with the goal of improving the human condition.

Programs Offered

The Department of Psychological and Brain Sciences is home to the largest undergraduate program in the College of Liberal Arts, with nearly 1400 majors and 800 minors currently enrolled. In addition to our BA, BS, and minor degrees, beginning in Fall 2017, we will also offer four embedded certificates (Applied Behavioral Health, Healthy Development, Psychology of Diversity, Work and Organizations). The Department has 48 undergraduate courses in inventory (see Appendix K). This is a considerable increase from our 2010 self-study, when we had only 30 courses in inventory. The three areas of growth in our courses reflect areas of faculty expertise, including diversity-oriented courses and neuroscience-oriented courses. We have also added courses at the 200-level (284, 285, 289, 291), consistent with initiatives within the College of Liberal Arts to document early collegiate experiences in research, service learning, special topics, and orientation to the major.

Program Curricula

Bachelor’s Degrees (BA and BS)

Texas A&M University requires a minimum of 120 credit hours for BS and BA degrees, with a minimum overall Grade Point Ratio (GPR) of 2.000. Thirty-six credit hours must be upper level (300/400 level) work completed at Texas A&M. Thirty-five hours are completed in the major course of study with 32 of those hours being an option for residency. A maximum of six hours in the major can be completed as part of internships or research experiences (i.e., PSYC 484, 485, 491). No grade below a C (2.0) can be included as part of the major. The Psychology BA and BS degrees are designed to be completed in four years, although many students come in with college credits and complete the program in about three years. Transfer student admissions are determined at the University and College levels and require a cumulative GPR of 3.0, completion of introductory psychology (PSYC 107) with a C or better, completion of a math course that is required for our statistics course (PSYC 301) with a B or better, and completion of a composition and rhetoric course (ENGL 1302). Students who wish to change their major to Psychology must have no more than 75 completed hours, a minimum GPR of 2.5, and have completed introductory psychology and a math prerequisite for our statistics course.

Regardless of whether a student earns a BA or a BS, the major Psychology course requirements are the same. All psychology majors are required to take three courses, including introductory
psychology, statistics for psychology, and research methods and design. The statistics course and the research methods and design course are both W-courses (i.e., writing intensive courses, with a minimum requirement of 2,000 words per course). Because the University has high expectations for W-courses (i.e., they must include writing instruction, frequent opportunity for developmental feedback, and multiple opportunities to practice writing), these courses cannot be taken at other universities and count toward the degree.

Students also select courses from three menus, shown in Table 9. Menus D and E have been established for decades in the major; they are in place to ensure breadth of knowledge and balance between biological/neural/cognitive-based content (Menu E) and mental health/individual differences/social content (Menu D). Although the courses have changed over time (mostly through additions as faculty expertise evolves), the general division of the two types of content has remained the same. Menu F is a relatively recent addition (Fall 2009) and requires a Diversity in Psychology course. Outside of these required menus, students take 9 credits of electives in Psychology, which includes any course offered in the Department. As of Fall 2016, students can include an additional 6 credits of Psychology courses in their general university electives, which allows students to dive deeper into psychology or participate further in our signature high impact practices. This includes participation in research collaboration with psychology faculty, which is essential for students planning to enter graduate programs.

Beyond the Psychology requirements, both the BA and BS have common core curriculum (i.e., general education) requirements dictated by the State of Texas and the University, including courses in citizenship, composition and communication, mathematics, literature/philosophy, visual and creative arts, social sciences, and life and physical sciences. Beyond these shared components, the BA requires the equivalent of two years of a foreign language and additional humanities courses whereas the BS requires additional life and physical sciences courses.

Approximately 75% of PSYC students earn the BS and the remaining 25% earn the BA.

Table 9. Structure of the undergraduate curriculum for BA and BS degrees in Psychology

<table>
<thead>
<tr>
<th>Menu and Associated Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PSYC 107 Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301 Elementary Statistics for Psychology (W course)</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 302 Research Methods and Design in Psychology (W course)</td>
<td>4</td>
</tr>
</tbody>
</table>

**MENU D: Select two of the following:**

| PSYC 306 | Abnormal Psychology |
| PSYC 307 | Developmental Psychology |
| PSYC 315 | Social Psychology |
| PSYC 319 | History and Systems of Psychology |
| PSYC 330 | Personality |
| PSYC 352 | Organizational Psychology |

**MENU E: Select two of the following:**

<table>
<thead>
<tr>
<th>Credits</th>
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<tr>
<td>6</td>
</tr>
</tbody>
</table>
PSYC 311  Psychology of Animal Behavior  
PSYC 320  Sensation-Perception  
PSYC 333  Biology of Psychological Disorders  
PSYC 335  Physiological Psychology  
PSYC 340  Psychology of Learning  
PSYC 345  Human Cognitive Processes  

**MENU F:** Select one of the following: 
PSYC 206  Black Psychology  
PSYC 208  Stereotypes, Prejudice, and Minority Experience  
PSYC 209  Psychology of Culture and Diversity  
PSYC 210  Psychological Aspects of Human Sexuality  
PSYC 300  Psychology of Women  
PSYC 303  Psychology of Women of Color  
PSYC 432  Diversity and Inclusion in Organizations  

Select nine credits of any other PSYC courses (PSYC 100-499)  

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**Certificates**  
Beginning in Fall 2017, the Department of Psychological and Brain Sciences offers embedded certificates as part of the major. The certificates are considered embedded because they require no additional coursework—beyond specific courses in the major itself—to earn the certificate. All certificates require 15 credits (5 courses). The certificates essentially constrain the choices that students can make in various parts of the degree plan.

The certificates are designed to (a) bring greater depth and structure to the major, (b) provide students with guidance as to courses that build on each other, and (c) ultimately increase the employability of our students. In addition to these four certificates, a certificate in Neuroscience is administered through the Texas A&M Institute of Neuroscience (TAMIN), in which a number of PSYC/NRSC cross-listed courses are used. Each of the certificates is described briefly below. The specific courses associated with each certificate appear in Appendix L.

**Applied Behavioral Health:** The required courses in this certificate reflect foundational component areas of psychology that focus on (a) human growth and development, both physically and psychologically and (b) positive and negative mental health, with an emphasis on mental health and developmental disorders. The prescribed electives include courses that focus on a variety of aspects of health and well-being and five of the six courses include practical applications of psychology, including the deployment and interpretation of psychological tests, therapeutic techniques, creation and monitoring of plans for personal growth and change, and the creation and application of reward systems.

Following completion of this certificate, successful students should be able to: describe health; identity health challenges at different life stages; and identify and implement evidence-based techniques for improving health and well-being.
Healthy Development: The required courses in this certificate reflect foundational component areas of psychology that focus on (a) human growth and development, both physically and psychologically and (b) interpersonal behaviors and intrapersonal processes that affect our understanding of and relationships with others. The prescribed electives fall into two sets. The first set focuses on healthy and atypical development at different life stages, including adolescence, old age, and childhood. The second is a skills-based set of courses through which successful students will develop skills in healthy adjustment, behavioral modification, or therapeutic techniques.

Following completion of this certificate, successful students should be able to: describe healthy development; identify instances of unhealthy or atypical development and their causes; and, develop evidence-based plans to encourage healthier development.

Psychology of Diversity: The required courses in this certificate reflect foundational component areas of psychology that focus on (a) interpersonal behaviors and intrapersonal processes that affect our understanding of and relationships with others and (b) human cognitive processes that people use to understand information and categorize people and objects. The prescribed electives include courses that focus on a variety of aspects of diversity. These courses focus on the experiences of understudied and/or underrepresented persons and the psychological processes associated with their interpersonal treatment from others.

Following completion of this certificate, successful students should be able to: describe diversity; compare and contrast the interpersonal treatment of different persons; synthesize and critique theories of diversity, marginalization, and inclusion; and provide empirically-informed answers to questions about diversity facing real-world organizations today.

Work and Organizations: The required courses in this certificate reflect foundational component areas of psychology that focus on (a) individual personalities and the behavioral and skill implications of individual traits and (b) interpersonal behaviors and intrapersonal processes that affect our understanding of and relationships with others. The prescribed electives include courses that focus on a variety of aspects of work and organizations, including the psychological underpinnings of workplace practices like hiring and training, organizational behavior, sports, negotiation and conflict, and testing.

Following completion of this certificate, successful students should be able to: describe work and organizations; use common organizational practices; and develop evidence-based plans and processes for improving workplaces and worker well-being.

Psychology Minor
The PSYC minor requires students to complete 15 hours of PSYC courses, with at least 9 hours in residence at the upper level. There are approximately 800 students earning minors in Psychology at Texas A&M University. The requirements include Introductory Psychology, any three credits within Psychology, and any 9 credits in upper-level Psychology courses (i.e., 300-400 level).
Degrees Awarded and Time to Degree

Table 10 describes the number of degrees awarded and the time from when students entered the psychology program until the year the degree was conferred. Our number of degrees has fluctuated slightly over time, but tends to be around 400 degrees per year. The average time to degree has been consistently under four years for First Time in College (FTIC) students during the last four years.

Table 10. Bachelor’s degrees awarded and time to degree

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<td>447</td>
<td>423</td>
<td>414</td>
<td>369</td>
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<tr>
<td>First time in college</td>
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<td>320</td>
<td>296</td>
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<td>Time to degree (FTIC)</td>
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<td>3.98</td>
<td>3.91</td>
<td>3.94</td>
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Academic Enhancements and High Impact Opportunities

We have increased opportunities for students to engage with psychology and faculty since the last review in 2010. These programs support student learning and retention.

Research Experiences for Undergraduates

Our signature high impact experience is undergraduate involvement in research. This involvement begins with the required two-course sequence of statistics (PSYC 301) and methods (PSYC 302). These opportunities continue with research experiences under the direction of faculty (PSYC 485, PSYC 491). These intensive research experiences put students into teams with faculty and graduate students to work on original research projects. This valuable, hands-on training in research skills prepares students for both graduate work in specific domains as well as in scientific thinking for future employment. PSYC 485 is a general research experience course whereas PSYC 491 requires students to write about their research project. In addition to the scientific training that students receive, PSYC 485 and 491 provide students with the opportunity to establish professional relationships with other undergraduate students, graduate students, and faculty members. These collaborators and mentors frequently work with students on their post-baccalaureate plans and applications. As shown in Figure 6, a large number of students participate in these research experiences each year and the numbers have been steadily increasing.
Our faculty members are dedicated to providing these experiences for our undergraduate students, as over 96% of tenured and tenure-track faculty included undergraduates in their labs during this time period. Several instructional and clinical faculty members also included undergraduate students in their research.

**Advising**

Four psychology advisors support our students, for an advisor to major ratio of about 340:1. The Associate Head of Undergraduate Studies also meets with students who have complex issues or require information outside of the advisors’ areas of expertise. Psychology advisors attend local trainings, as well as the annual meeting for the National Academic Advising Association (NACADA), at which they regularly present. This professional development permits them to keep abreast of new methods in the academic advising community and to share the innovative methods they develop with others in the community.

The academic advisors seek to make advising services readily available to our large student population through a combination of walk-in availability, one-on-one appointments, email, and website resources. They conduct about 30 new student conferences per year for incoming students and their parents. They also organize and participate in recruitment events throughout the year on campus and off campus. The Psychology advisors are constantly developing new and innovative ways to communicate with and support our students. They developed a freshman orientation seminar that meets several times a semester to introduce students to the department, faculty, and degree programs. This level of innovation has been recognized within the university by service awards to our advisors as individuals and as a group.

**Psychology Club and Psi Chi**

The Department is also home to the Psychology Club and a chapter of the national Psi Chi Honor Society. The clubs are advised by Dr. Takashi Yamauchi. Psychology Club is run by seven officers: the president, vice president, treasurer, secretary, personal relations chair,
service/social chair, and fundraiser chair. Psi Chi meetings are held in conjunction with the general Psychology Club meetings. Until recently, Psychology Club met on a biweekly basis; moving forward, meetings are now held every week. This is to increase the opportunities for members to connect, learn about Psychology as a field, and receive information about the graduate school application process.

In addition to weekly meetings, Psychology Club takes parts in various community fundraisers and events. For example, members have volunteered at the annual Wiener Fest (fundraiser for Aggieland Humane Society) for the last 6 years. The Personal Relations chair of 2016-2017 was a board member of the Walk to End Alzheimer’s and encouraged the organization to banner the week of the event to increase awareness. Further, Psychology Club has also attended Aggie Relay for Life each year for the last 10 years. We also hold several profit shares and socials each semester to fundraise and increase member socialization.

There are approximately 50 dues-paying members each semester and an average of 30 people attend each meeting. The clubs plan to increase the number of speakers from outside the university this next year so members can learn more about psychology in practice from those people who engage in practice full-time.

**PSYC TALK Student Blog**

Two undergraduate students are selected every year to create content for and develop a blog for undergraduates. This student-run blog features articles relevant to psychology majors, such as a description of available graduate programs, advice for the GRE, and descriptions of areas in psychology. They also share interviews with faculty and graduate students about their lives and research. This blog reaches many of our majors. According to website metrics, about half of our majors view any given post. This has been an effective way to reach students with information and to provide career-related support.

**Support for Excellence**

Every year, the department provides support for Phi Beta Kappa society membership for our top students. Due to a generous donor, we are also able to provide the Jack Nation Outstanding Senior Award to our top graduate every year. A faculty committee reviews nominations for this award, which requires a letter from the student and a letter of support from their faculty advisor(s). Students receive recognition as well as a $1,000 check to support their graduate careers.

**Assessment of Student Learning Outcomes**

Our undergraduate training mission is to provide students with a rigorous program of undergraduate education and training that encourages critical thinking and lifelong learning (see Appendix M for details about undergraduate assessment). The curriculum leading to a degree in psychology provides students with an understanding of human behavior and the ability to use scientific methods to answer questions about human behavior. Students are
prepared to enter a variety of graduate and professional programs in psychology and related fields (such as law, medical school), as well as to enter entry-level employment in a number of fields (such as business, human resources).

The goals of the program are to develop student competency in the following areas: Critical thinking, including the analysis, evaluation, and synthesis of scientific research, and enhance students' ability to be responsible life-long consumers of research.

- Essential discipline-specific knowledge, including knowledge of core theories and findings in neuroscience, clinical psychology, cognition and cognitive neuroscience, industrial/organizational psychology, and personality and social psychology.
- Psychological perspectives on diversity, to include adapting and applying a deep understanding of multiple worldviews and interest in taking informed and responsible action to address ethical, social, and environmental challenges.
- Communication through professional writing, to include describing theoretical and methodological issues comprehensively and skillfully, interpreting findings accurately and logically, and using language that conveys meaning to readers with clarity and fluency.

The department evaluates progress on these goals through a multifaceted procedure that is managed by the Associate Head in conjunction with the Associate Head for Undergraduate Studies and relevant course instructors. This process includes a senior exit survey that contains a General Psychology Competency Examination (GPCE) as well as a series of self-reported items about perceived competencies. In addition, all final student writing papers in PSYC 302 (Research Design in Psychology) are evaluated by graders for competency in writing. Students enrolled in PSYC 301 (i.e., Statistics, the intermediate course in our foundation sequence Introductory Psychology, Statistics for Psychology, and Research Methods in Psychology) and PSYC 302 (the "capstone" course in our foundation sequence) complete a test with statistics-related items adapted from the Psychology GRE and methods-related items developed by members of our faculty who teach these courses.

Many of our majors score well on the General Psychology Competency Examination and the majority reported a high level of competency in core areas. (These self-reports are correlated with objective performance on the GPCE so there is evidence for their validity). There is also a large positive change in test performance concerning statistics and methods knowledge from the pretest in statistics (PSYC 301) compared to the posttest in methods (PSYC 302) along the lines of a 1 SD increase in average performance ($p < .001$). Independent evaluation of student writing indicates that generally over 80% of students meet expectations for writing the sections of a manuscript written in APA Style. Thus, there are many positive signs that we are meeting the goals of our program.

Overall, we have found that our majors are generally well-satisfied with our program and perform above or reasonably near our performance targets. However, our assessment procedures have also indicated a few areas where improvement would enhance the experience of our majors and further the goals of our department for undergraduate education. We
conducted an extensive item analysis of the statistics and methods questions and identified topics that need to be covered in more detail in our courses. These include the following topics: 1) Describing distributions as either positively or negatively skewed and how this relates to measures of central tendency; 2) The definition of statistical interactions and how these can be inferred from tables and graphs; 3) The conceptual underpinnings of multiple linear regression; 4) The purpose of meta-analyses; and 5) Core themes of research ethics from the Belmont report. We have also learned that we need to increase student competencies with respect to their competencies with diversity. As a result we have developed a certificate explicitly focused on the psychology of diversity and we are incorporating additional high impact experiences in courses that emphasize diversity.

**Contributions to Core Curriculum**

Our Introduction to Psychology course (PSYC 107) meets the Social and Behavioral Sciences requirement in the Texas core curriculum. This course also appears on the Texas Common Course Number System (tccns.org) as PSYC 2301 (General Psychology). Thus, the course transfers by title (i.e., without further evaluation) from many other public institutions—whether 2-year or 4-year—across the state.

A large proportion of students at Texas A&M take introductory psychology each year, with 40-50% of all TAMU students taking this course in our department. This amounts to about 4,000 students enrolling in the course every year. The course is required of Psychology majors, although approximately half of our majors complete this requirement elsewhere (e.g., as a transfer student prior to arriving at TAMU, through AP credit or dual enrollment in high school). Introductory Psychology is a required course for several majors at the university, including majors in the College of Engineering and Mays Business School. Thus, the course is a service course to the university.

In addition to PSYC 107, several other courses in the Department are part of the core curriculum. Five courses currently fulfill the International and Cultural Diversity (ICD) requirement. Changes are planned for the ICD requirements beginning in Fall 2019, and we plan to recertify these courses. These courses are: Black Psychology (PSYC 206), Stereotypes, Prejudice, and the Minority Experience (PSYC 208), Psychology of Culture and Diversity (PSYC 209), Psychology of Women (PSYC 300), and Psychology of Women of Color (PSYC 303).

**Analysis**

Our undergraduate program is popular, given the large number of majors and minors that choose this program as both a destination and a discovery program of study. Time to graduation is in-line with expectations, hovering just below 4 years. We have developed multiple programs to develop student excellence and to enhance the connection of our students to the university, department, major, and their fellow students.
We are currently engaging with the Texas A&M Center for Teaching Excellence to conduct a curriculum review and revision of our undergraduate program. This process began in Summer 2017, and is expected to continue for 18 to 24 months. There are several reasons we have engaged this process.

First, from our strategic planning process completed in 2015, it was clear that we needed to revisit the undergraduate program and curriculum in order to meet student employment desires and to better serve the State of Texas. We need to develop a modern curriculum with an emphasis on student skills, with a focus on the current methods and findings in the discipline of psychology.

Second, the Department’s faculty profile has changed considerably over the last few years, with many of our new scientists using neuroscience methods. The undergraduate program does not currently reflect the faculty’s expertise well.

Third, the growth in our faculty size, particularly through the addition of full time instructional faculty, has allowed us to consider development of smaller courses for our advanced undergraduate students. We want to develop these courses in a thoughtful manner that promotes the development of our students.

Fourth, although our standardized assessments of student learning show student proficiency in attaining the skills and knowledge we have identified as central to psychology majors, we are not quite hitting some of our goals. The revision process will help us refine goals for our undergraduate program and develop better assessments for them.
Undergraduate Student Profile

Enrollment

In Fall 2016, the Department of Psychology had 1,363 undergraduate majors. About 75% of majors pursue the BS option, and about 25% of majors pursue the BA option.

Student Demographics

The demographic composition of the undergraduate student body from 2011-2016 is shown in Table 11. About 80% of our students are women. There has been a small but steady decline in the proportion of men enrolled in the program, which probably reflects a national trend. The percentage of majors who identify as members of underrepresented minority groups has been increasing over time. There is a small but steady increase in the proportion of Hispanic/Latinx students in the department. In fact, the standard for a Hispanic Serving Institution is 25% of university enrollment; the Department now exceeds this standard. There is a small increase in the percentage of Black/multiracial Black students in the program over time, but these absolute numbers are still small overall. We educate a large number of first generation students, with about a third of our undergraduate students being the first in their family to attend college.

There are relatively few U1 (freshman) students in our program. This reflects both that students often bring in credits (via dual credit, AP exam, etc.) when they are first time in college students and that a considerable number of students change their major to psychology after being in a different first major. There is a notable change in demographics between Fall 2013 and Fall 2014 in terms of the proportion of U1 students and continuing. This reflects an increase in the number of first time in college spots that the department opened to students. We increased the number of admitted students, with the expectation that approximately 40% would eventually enroll at the university (based on previous years). We did this so that more of our students could begin in Psychology rather than transferring after being admitted to another unit. This resulted in an increased number of U1s beginning in Fall 2014.

The graduation demographics largely mirror the demographics of the fall headcounts (noting that the years are offset, such that Fall 2016 headcount is not who graduates in 2016). This indicates that there are no obvious systematic differences in graduation rates compared to enrollment rates. However, we continue to monitor our retention and graduation data to ensure this is the case, with special attention on first generation students, underrepresented ethnic minority students, and transfer students as per national and local trends, concerns, and goals.
Table 11. Undergraduate student demographics based on Fall headcounts.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>1341</td>
<td>1323</td>
<td>1311</td>
<td>1236</td>
<td>1241</td>
<td>1363</td>
</tr>
<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>74.3%</td>
<td>75.8%</td>
<td>77.4%</td>
<td>78.9%</td>
<td>79.8%</td>
<td>81.6%</td>
</tr>
<tr>
<td>Male</td>
<td>25.7%</td>
<td>24.2%</td>
<td>22.6%</td>
<td>21.1%</td>
<td>20.2%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>5.3%</td>
<td>4.3%</td>
<td>4.0%</td>
<td>5.3%</td>
<td>5.8%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Black/Black+multiracial</td>
<td>4.9%</td>
<td>5.1%</td>
<td>5.3%</td>
<td>5.7%</td>
<td>6.1%</td>
<td>6.0%</td>
</tr>
<tr>
<td>Hispanic/Latinx</td>
<td>21.3%</td>
<td>22.4%</td>
<td>24.4%</td>
<td>27.8%</td>
<td>28.4%</td>
<td>29.3%</td>
</tr>
<tr>
<td>International</td>
<td>0.7%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.4%</td>
<td>0.2%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.4%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Multiracial (excl. Black)</td>
<td>1.0%</td>
<td>1.6%</td>
<td>2.1%</td>
<td>1.9%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0.1%</td>
<td>0.1%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>White</td>
<td>66.1%</td>
<td>65.8%</td>
<td>63.4%</td>
<td>58.3%</td>
<td>56.6%</td>
<td>55.5%</td>
</tr>
<tr>
<td>Unknown/Not reported</td>
<td>0.3%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>0.2%</td>
<td>0.2%</td>
<td>0.1%</td>
</tr>
<tr>
<td>First generation status</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Gen</td>
<td>33.3%</td>
<td>34.5%</td>
<td>36.0%</td>
<td>35.5%</td>
<td>33.8%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Not First Gen</td>
<td>64.0%</td>
<td>63.3%</td>
<td>61.6%</td>
<td>61.0%</td>
<td>62.4%</td>
<td>61.6%</td>
</tr>
<tr>
<td>Unknown/Not reported</td>
<td>2.7%</td>
<td>2.1%</td>
<td>2.4%</td>
<td>3.5%</td>
<td>3.7%</td>
<td>3.4%</td>
</tr>
<tr>
<td>Year in program&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U1 (Frosh)</td>
<td>10.2%</td>
<td>11.3%</td>
<td>11.1%</td>
<td>11.7%</td>
<td>14.8%</td>
<td>15.3%</td>
</tr>
<tr>
<td>U2 (Soph)</td>
<td>21.6%</td>
<td>20.3%</td>
<td>22.4%</td>
<td>22.2%</td>
<td>20.1%</td>
<td>23.3%</td>
</tr>
<tr>
<td>U3 (Junior)</td>
<td>30.1%</td>
<td>29.6%</td>
<td>29.6%</td>
<td>28.6%</td>
<td>30.2%</td>
<td>27.1%</td>
</tr>
<tr>
<td>U4 (Senior)</td>
<td>38.0%</td>
<td>38.8%</td>
<td>36.8%</td>
<td>37.5%</td>
<td>34.8%</td>
<td>34.3%</td>
</tr>
<tr>
<td>Entry Status for Fall Semester&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First time in College</td>
<td>8.4%</td>
<td>9.3%</td>
<td>9.9%</td>
<td>11.6%</td>
<td>13.8%</td>
<td>15.0%</td>
</tr>
<tr>
<td>First time transfer</td>
<td>8.3%</td>
<td>8.2%</td>
<td>8.1%</td>
<td>6.5%</td>
<td>7.5%</td>
<td>6.2%</td>
</tr>
<tr>
<td>Readmitted</td>
<td>1.6%</td>
<td>1.1%</td>
<td>0.8%</td>
<td>0.8%</td>
<td>0.6%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Continuing</td>
<td>81.7%</td>
<td>81.4%</td>
<td>81.2%</td>
<td>81.1%</td>
<td>78.1%</td>
<td>77.6%</td>
</tr>
</tbody>
</table>

<sup>a</sup>Some students enter the university as First Time in College with sufficient AP credit and/or dual credit to be classified as U2. U1 = 0-29 credits; U2 = 30-59 credits; U3 = 60-89 credits; U4 = 90+ credits.

<sup>b</sup>Note that a small number of continuing fall students were admitted or enrolled for the first time in the previous spring. FTIC students usually enter in spring due to deferred enrollments from Fall admissions. FTT students can transfer at the spring semester. However, the total numbers of entering students in the spring is usually less than 40.
Retention and Graduation Rates

Retention and graduation rates for First Time in College (FTIC) students is reported in Table 12 and this information for transfer students is reported in Table 13. Our first year retention rates in the last five years are on average 75% for FTIC, and 75% for transfer students. We have made efforts to improve our first year retention rates through the development of a first year seminar implemented in 2016. This seminar involves all of our new majors and provides them with information about the degree, the department, and resources available to them on campus. It also gives students an opportunity to interact with their fellow students, advisors, and faculty. Our students’ successes at obtaining graduate school admissions and jobs post-graduation are a testament to their learning and success. While our retention rate in the major could be higher, it is clear more students change their major to PSYC than change out of PSYC (based on the comparison on initial enrollment in PSYC major, retention rates, and degrees awarded).

Table 12. Retention and graduation rates for First Time in College students.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Count</th>
<th>1 - Yr RET</th>
<th>2 - Yr RET</th>
<th>2 - Yr GRAD</th>
<th>3 - Yr RET</th>
<th>3 - Yr GRAD</th>
<th>4 - Yr RET</th>
<th>4 - Yr GRAD</th>
<th>5 - Yr RET</th>
<th>5 - Yr GRAD</th>
<th>6 - Yr GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>171</td>
<td>58%</td>
<td>45%</td>
<td>39%</td>
<td>4%</td>
<td>5%</td>
<td>38%</td>
<td>43%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>151</td>
<td>68%</td>
<td>57%</td>
<td>48%</td>
<td>5%</td>
<td>8%</td>
<td>45%</td>
<td>52%</td>
<td>52%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>141</td>
<td>71%</td>
<td>60%</td>
<td>48%</td>
<td>7%</td>
<td>7%</td>
<td>46%</td>
<td>1%</td>
<td>55%</td>
<td>57%</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>162</td>
<td>71%</td>
<td>53%</td>
<td>1%</td>
<td>44%</td>
<td>9%</td>
<td>6%</td>
<td>45%</td>
<td>52%</td>
<td>53%</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>140</td>
<td>81%</td>
<td>69%</td>
<td>56%</td>
<td>10%</td>
<td>6%</td>
<td>60%</td>
<td>65%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>136</td>
<td>73%</td>
<td>60%</td>
<td>49%</td>
<td>8%</td>
<td>3%</td>
<td>52%</td>
<td>54%</td>
<td>54%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>113</td>
<td>74%</td>
<td>61%</td>
<td>49%</td>
<td>10%</td>
<td>2%</td>
<td>59%</td>
<td>61%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>123</td>
<td>73%</td>
<td>59%</td>
<td>1%</td>
<td>47%</td>
<td>13%</td>
<td>2%</td>
<td>58%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>130</td>
<td>74%</td>
<td>67%</td>
<td>53%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>142</td>
<td>77%</td>
<td>63%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>170</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Columns that contained no information for any year are removed from this table.
Table 13. Retention and graduation rates for transfer students.

<table>
<thead>
<tr>
<th>Cohort Year</th>
<th>Initial Count</th>
<th>1 - Yr RET</th>
<th>1 - Yr GRAD</th>
<th>2 - Yr RET</th>
<th>2 - Yr GRAD</th>
<th>3 - Yr RET</th>
<th>3 - Yr GRAD</th>
<th>4 - Yr RET</th>
<th>4 - Yr GRAD</th>
<th>5 - Yr RET</th>
<th>5 - Yr GRAD</th>
<th>6 - Yr GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>65</td>
<td>64%</td>
<td>35%</td>
<td>24%</td>
<td>6%</td>
<td>53%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>69</td>
<td>69%</td>
<td>1%</td>
<td>47%</td>
<td>21%</td>
<td>8%</td>
<td>60%</td>
<td>71%</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>76</td>
<td>69%</td>
<td>42%</td>
<td>21%</td>
<td>6%</td>
<td>53%</td>
<td>3%</td>
<td>56%</td>
<td>61%</td>
<td>61%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>80</td>
<td>73%</td>
<td>1%</td>
<td>55%</td>
<td>17%</td>
<td>17%</td>
<td>57%</td>
<td>1%</td>
<td>71%</td>
<td>72%</td>
<td>72%</td>
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</tr>
<tr>
<td>2009</td>
<td>70</td>
<td>70%</td>
<td>47%</td>
<td>15%</td>
<td>7%</td>
<td>58%</td>
<td>65%</td>
<td></td>
<td>65%</td>
<td>65%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>76</td>
<td>77%</td>
<td>44%</td>
<td>26%</td>
<td>2%</td>
<td>68%</td>
<td>69%</td>
<td>1%</td>
<td>69%</td>
<td>71%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>105</td>
<td>69%</td>
<td>44%</td>
<td>23%</td>
<td>9%</td>
<td>59%</td>
<td>67%</td>
<td></td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>106</td>
<td>71%</td>
<td>48%</td>
<td>14%</td>
<td>8%</td>
<td>51%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>101</td>
<td>81%</td>
<td>48%</td>
<td>27%</td>
<td>7%</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>78</td>
<td>74%</td>
<td>51%</td>
<td>19%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2015</td>
<td>89</td>
<td>82%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note. Columns that contained no information for any year are removed from this table.

Employment Profile

Table 14 lists information provided by the TAMU Career Center. The Career Center conducts a survey of post-graduation plans at the time of graduation and follows up 90 days later with an additional survey. (*Note that the 2017 data only includes the Spring graduation survey, as these data were provided before the 90 day survey was deployed and prior to Summer graduation). One of the most interesting things about these data is that around 40% of students indicate that they are pursuing further educational opportunities. Additionally, approximately one quarter of students are employed or in the process of seeking a job. Unfortunately, another quarter of students indicate that they have not secured employment at 90 days post-graduation. The recent addition of certificates to our undergraduate program, coupled with the on-going curriculum redevelopment efforts with the Center for Teaching Excellence, will hopefully lead to a reduction in the students without job offers and an increase in students employed and/or pursuing further studies.

Table 14. Undergraduate employment profile.

<table>
<thead>
<tr>
<th>N respondents</th>
<th>Accepted</th>
<th>Offered/still seeking</th>
<th>Further studies</th>
<th>Not seeking</th>
<th>No offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>*2017</td>
<td>209</td>
<td>26.3%</td>
<td>5.7%</td>
<td>42.6%</td>
<td>1.9%</td>
</tr>
<tr>
<td>2016</td>
<td>334</td>
<td>19.8%</td>
<td>8.7%</td>
<td>43.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>2015</td>
<td>364</td>
<td>22.5%</td>
<td>8.8%</td>
<td>35.2%</td>
<td>4.9%</td>
</tr>
<tr>
<td>2014</td>
<td>337</td>
<td>19.9%</td>
<td>8.3%</td>
<td>46.0%</td>
<td>1.2%</td>
</tr>
<tr>
<td>2013</td>
<td>327</td>
<td>22.3%</td>
<td>7.6%</td>
<td>44.3%</td>
<td>1.8%</td>
</tr>
<tr>
<td>2012</td>
<td>365</td>
<td>24.4%</td>
<td>6.3%</td>
<td>42.5%</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
Analysis

The University has set a strategic plan to enhance undergraduate education by preparing the current generation for a global workforce and lifelong learning, and to meet the land mission through retention of students, timely graduation, large numbers of degrees awarded to students that reflect the increasing diversity of the state, and quality placements upon graduation.

We continue to develop strategies to retain and support undergraduate students. Given our large proportion of first generation students and students from underrepresented minority groups, we are particularly interested in effective and innovative strategies to support these students in their training. We retain a large majority of our majors, and as far as we can determine the students who transfer out do so because they have discovered a new major.

Our time to graduation is consistently slightly below four years, suggesting that students move efficiently through our program. Our student debt is about 75% of the national average. Thus students are receiving high quality education at a relatively low cost. Our students place well after graduation. 71% report employment six months after graduation. This number is consistent with national averages, and appears to be due in part to the fact that psychology majors often dedicate themselves to service for a few years after graduation (Halonen, 2011) and might not place in employment immediately as a result. We have developed skill-based certificates for our majors to facilitate their studies and better market their skills to potential employers.
Faculty Profile

We currently have 42 tenured and tenure-track faculty members who specialize in research related to Behavioral and Cellular Neuroscience, Clinical Psychology, Cognition and Cognitive Neuroscience, Industrial/Organizational Psychology, and Social and Personality Psychology. We have ten academic professional track faculty members who support the teaching, service, and clinical missions of the department. Abbreviated vitas of current faculty members are presented in Appendix N. Figure 7 shows the distribution of faculty by rank and area within the Department.

Figure 7. The number of faculty in rank across areas.

Note. BCN = Behavioral and Cellular Neuroscience, CCN = Cognition and Cognitive Neuroscience, I/O = Industrial/Organizational, SPP = Social and Personality Psychology

Core Faculty (Tenure-Track and Tenured)

We currently have 42 tenure-track and tenured faculty across areas, for an average core faculty to student ratio of about 1 faculty: 33 majors, and 1 faculty: 52 majors + minors. Two of these faculty members have 50% joint appointments with Africana Studies, an interdisciplinary program in the College of Liberal Arts. As shown in Table 15, despite support for multiple new hires, this number of faculty is similar to that during our last program review in 2010. For the department to benefit from our strategic hiring (to keep the top-notch scientists we have hired) will require continued investment in faculty retention and support.

We have steadily increased the number and impact of our publications and these increases demonstrate the success of our recent cross-program hiring initiatives. In 2016, the eight scientists hired as part of our cross-area initiatives (19% of T/TT faculty in department) were
responsible for 27% of the publications and 52% of the “exceptional” publications (defined as journals with 5-year impact factors over 5) in the department. We have been hiring well and the department and university are stronger as a result.

Table 15. Departures and hires between 2010 and 2017.

<table>
<thead>
<tr>
<th>2010 Faculty</th>
<th>Departure/ Intervening Hires</th>
<th>2017 Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavioral and Cellular Neuroscience</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bermudez-Rattoni, Federico (Full)</td>
<td>2012, U. N. de Mexico</td>
<td>Maren, Steve (Full)</td>
</tr>
<tr>
<td>Bizon, Jennifer (Assistant)</td>
<td>2010, U. Florida</td>
<td>*Bolaños, Carlos (Associate)</td>
</tr>
<tr>
<td>Cepeda-Benito, Antonio (.5; Full)</td>
<td>2012, U. of Vermont</td>
<td>*Moscarello, Justin (Assistant)</td>
</tr>
<tr>
<td>Eitan, Shoshy (Assistant)</td>
<td>-</td>
<td>Eitan, Shoshy (Associate)</td>
</tr>
<tr>
<td>Grau, Jim (Full)</td>
<td>-</td>
<td>Grau, Jim (Full)</td>
</tr>
<tr>
<td>Meagher, Mary (.5: Full)</td>
<td>-</td>
<td>Meagher, Mary (.3: Full)</td>
</tr>
<tr>
<td>Packard, Mark (Full)</td>
<td>-</td>
<td>Packard, Mark (Full)</td>
</tr>
<tr>
<td>Setlow, Barry (Assistant)</td>
<td>2010, U. Florida</td>
<td>Smith, Rachel (Assistant)</td>
</tr>
<tr>
<td>Wellman, Paul (Full)</td>
<td>-</td>
<td>Wellman, Paul (Full)</td>
</tr>
<tr>
<td><strong>Clinical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alexander, Gerianne (Assoc.)</td>
<td>-</td>
<td>Alexander, Gerianne (Full)</td>
</tr>
<tr>
<td>Balsis, Steve (Assistant)</td>
<td>-</td>
<td>Balsis, Steve (Associate)</td>
</tr>
<tr>
<td>Cepeda-Benito, Antonio (.5; Full)</td>
<td>See above</td>
<td>Edens, John (Full)</td>
</tr>
<tr>
<td>Ditre, Joe (assistant)</td>
<td>2012, Syracuse U.</td>
<td></td>
</tr>
<tr>
<td>Fields, Sherecce (Assistant)</td>
<td>-</td>
<td>Fields, Sherecce (Associate)</td>
</tr>
<tr>
<td>Meagher, Mary (.5 Full)</td>
<td>-</td>
<td>Meagher, Mary (.7 Full)</td>
</tr>
<tr>
<td>Morey, Les (Full)</td>
<td>-</td>
<td>Morey, Les (Full)</td>
</tr>
<tr>
<td>Perez, Marisol (Assistant)</td>
<td>2013, Arizona State U.</td>
<td>*MacNamara, Annmarie (Assistant)</td>
</tr>
<tr>
<td>Rosen, David (full)</td>
<td>2012, Oregon Health &amp; Sci U.</td>
<td>Snyder, Doug (full)</td>
</tr>
<tr>
<td>Snyder, Doug (full)</td>
<td></td>
<td>Douglas Woods, 2015 Marquette U.</td>
</tr>
<tr>
<td><strong>Cognitive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geraci, Lisa (Assistant)</td>
<td>-</td>
<td>Geraci, Lisa (Full)</td>
</tr>
<tr>
<td>Smith, Steve (Full)</td>
<td>-</td>
<td>Smith, Steve (Full)</td>
</tr>
<tr>
<td>Vaid, Jyotsna (Full)</td>
<td>-</td>
<td>Vaid, Jyotsna (Full)</td>
</tr>
<tr>
<td>Wilcox, Teresa (Associate)</td>
<td>-</td>
<td>Wilcox, Teresa (Full)</td>
</tr>
<tr>
<td>Worthy, Darrell (Assistant)</td>
<td>-</td>
<td>Worthy, Darrell (Associate)</td>
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<tr>
<td>Yamauchi, Takashi (Assoc.)</td>
<td>-</td>
<td>Yamauchi, Takashi (Associate)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Anderson, Brian (Assistant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Bernard, Jessica (Assistant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Orr, Joseph (Assistant)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Rebecca Brooker (Assistant)</td>
</tr>
<tr>
<td><strong>Industrial/Organizational</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arthur, Winfred (Full)</td>
<td>-</td>
<td>Arthur, Winfred (Full)</td>
</tr>
<tr>
<td>Bergman, Mindy (Associate)</td>
<td>-</td>
<td>Bergman, Mindy (Full)</td>
</tr>
<tr>
<td>Berry, Chris (Assistant)</td>
<td>2014; Indiana U.</td>
<td>*Sabat, Isaac (Assistant)</td>
</tr>
</tbody>
</table>
Miner, Kathi (.5 Assistant) - Miner, Kathi (Associate)
Samuelson, Charlie (Assoc.) - Samuelson, Charlie (Assoc.)
Payne, Stephanie (Associate) - Payne, Stephanie (Full)

Social
Carter-Sowell, Adrienne (.5 Assist) - *Brent Donnellan, 2017, MSU
Eastwick, Paul (Assistant) - 2012; UT, Austin; now UCD *Mathur, Vani (Assistant)
Harmon-Jones, Eddie (Full) - 2011; U. New South Wales Vess, Matthew (Associate)
Hicks, Joshua (Assistant) - Hicks, Joshua (Associate)
Lench, Heather (Assistant) - Lench, Heather (Associate)
Rholes, Steve (Full) - Rholes, Steve (Full)
Salter, Phia (.5 Assistant) - Salter, Phia (.5 Associate)
Schmeichel, Brandon (Assist.) - Schmeichel, Brandon (Full)
Schlegel, Rebecca (Assistant) - Schlegel, Rebecca (Associate)
Smallman, Rachel (Assistant)

Social & Personality Psychology
Carter-Sowell, Adrienne (.5 Associate)

Other
Benjamin, Ludy (Full) - Retired 2012
Bourgeois, Anthony (Associate) - Retired 2014
Davidson, Emily (Associate) - Retired 2016
Leunes, Arnold (Full) - To Senior Professor 2017
Taylor, Aaron (Assistant) - 2012; Recruited into finance industry

Note. Faculty members marked with an asterisk were recruited through cross-area targeted hires, including in MRI, neuroscience, personality processes, diversity science, and affective science.

Academic Professional Track Faculty

We currently have 9 academic professional track faculty members (APTF), shown in Table 16. Accounting for these faculty members brings the faculty to major ratio to 1:27 (recorded as 29.8 students to each faculty member in University report for Fall 2016), slightly higher than the average ratio at peer institutions that are highly research productive (of 1:25). APT faculty members are central to our success in achieving our teaching mission, permitting us to maintain high research productivity and provide education to a large number of majors and students across the university. Further, several of our APT faculty members contribute to department research, and are key to our service missions and to the daily functioning of the department, particularly for our community clinic that provides mental health services. The College of Liberal Arts has developed guidelines to standardize expectations for APT faculty and to provide a clear path to promotion. The Department conducts an annual evaluation of progress toward promotion for each APT faculty member and provides annual support for professional development and travel.
Table 16. Academic professional track faculty and duties.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Title</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barnhardt, Terry</td>
<td>Instructional Associate Professor</td>
<td>Teach 3/3 load + property</td>
</tr>
<tr>
<td>Bodden, Jack</td>
<td>Lecturer</td>
<td>Teach as needed</td>
</tr>
<tr>
<td>Bolger, Patrick</td>
<td>Instructional Assistant Professor</td>
<td>Teach 3/3 + research in another dept.</td>
</tr>
<tr>
<td>Edens, Pamela</td>
<td>Lecturer</td>
<td>Teach as needed 3/3</td>
</tr>
<tr>
<td>Heffer, Rob</td>
<td>Clinical Professor</td>
<td>Teach 2/2 + clinic director + assistant director of clinical training</td>
</tr>
<tr>
<td>Hull, Rachel</td>
<td>Lecturer</td>
<td>Teach 4/4/1 load</td>
</tr>
<tr>
<td>Nagaya, Naomi</td>
<td>Research Assistant Professor</td>
<td>Teach 2/1 + research</td>
</tr>
<tr>
<td>Schumacher, Jay</td>
<td>Lecturer</td>
<td>Teach 4/4/1 load</td>
</tr>
<tr>
<td>Stagner, Brian</td>
<td>Clinical Professor</td>
<td>Teach 3/3 + professional service</td>
</tr>
</tbody>
</table>

Research Mission

Our research mission involves generating scientific discoveries that shed light on psychological processes involved in human behavior. This includes identifying normal and disordered processes that contribute to mental and physical health disorders across the lifespan, as well as the psychological and social processes that influence people's thoughts, feelings, and behaviors as they engage with family, work, and their community. Below we present metrics that represent the quantity and impact of our work. Beyond these metrics, we highlight a few examples (out of many) of recent work that has transformed the world:

- Dr. Maren and colleagues demonstrated that a common heart medication can disrupt the fear-learning mechanisms involved in the development of PTSD. This work was published in the *Proceedings of the National Academy of Sciences* and extensively covered in the media.
- Drs. Payne, Bergman, Miner, and Carter-Sowell have developed measures of campus climate and inclusion for faculty and students as part of the University ADVANCE grant from NSF. They have also developed interventions to improve climate and recruit and retain women and faculty from underrepresented minority groups in STEM fields.
- Dr. Morey has transformed how human functioning and dysfunction are conceptualized. His most impactful work relates to Borderline Personality Disorder, a severe personality disorder which disrupts daily functioning and is associated with suicide attempts and impaired relationships. Historically, this disorder was viewed as chronic and unmanageable. Dr. Morey’s work has challenged this notion and demonstrated that remission is possible.
- Dr. Anderson conducted an investigation using PET that demonstrated that the attention mechanisms related to substance abuse parallel mechanisms for any type of learning. This finding speaks to ongoing debates about whether drug abuse is due to
unusually strong reactions to drugs or unusually strong reactions among particular individuals.

- Dr. Schlegel and colleagues received National Science Foundation funding to develop a program with a local elementary school (98% underrepresented minority students; 96% on reduced lunch program) to engage students in “making” and develop a self-identity that includes STEM. This group is currently working to provide training to elementary school teachers in how to incorporate “maker” activities in their classrooms. They are developing a university center to establish this work on campus.

Elementary students present their science and engineering projects to Texas A&M faculty, staff, and students as part of an NSF-funded project to develop “maker” identities among children.

Tenure and tenure-track faculty members are expected to be research active. The typical allocation is 35% of efforts devoted to scholarship and 25% of efforts devoted to grants and grant activities. There are several variations on this weighting within the department, reflecting situations where faculty members have accepted time-intensive administrative roles or where career paths have changed over time. All levels within the University support research activity and our faculty members have benefited from multiple pilot and seed grant programs.

**Core Faculty Publications**

Psychology is a journal-oriented discipline, and our faculty generates an average of about 4 peer-reviewed journal articles per core faculty member per year. More importantly, this work has an impact. Out of our 42 tenured and tenure-track faculty as of Fall 2017, seven are listed by Essential Science Indicators as among the top 1% most highly cited scientists in their field in the world. The average h-index of faculty members listed in Google Scholar (as of May 2017), is 24.71. This means that our faculty members have, on average, published about 25 papers that have been cited at least 25 times. Faculty members have an average number of citations of 3,624. Much of this activity is recent, with an average h-index of 18.29 since 2012 and average citations since 2012 of 1,719. In other words, about half of the overall research impact of the department has occurred in the last five years. This accelerating impact is likely the result of a
young faculty who are beginning to hit their stride as well as strong hiring, with 45% of our current faculty having received their PhD within the last 10 years.

Table 17 presents metrics representing faculty productivity over the last five years. The current number of articles per faculty member represents an increase of 23% over 2012. Publications in top journals per faculty member has nearly doubled since 2012, with a current average approaching 1 article in a top outlet per year. These top outlets represent the premier outlets in Psychology or Neuroscience, as well as top outlets in any discipline (i.e., Science, PNAS). Citations have also increased during this time to almost 463 citations per year per faculty member, an increase of 44% since 2012. The acceleration in number of publications and impact of publications is especially remarkable given that we currently have a higher percentage of faculty members who have received their PhD in the last ten years (45%) than we did in 2012 (35%).

Table 17. Faculty productivity and impact over time.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of T/TT Faculty</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>38</td>
<td>41</td>
</tr>
<tr>
<td>Number of journal publications/faculty (Department total)</td>
<td>3.15 (107)</td>
<td>3.37 (118)</td>
<td>3.64 (131)</td>
<td>4.23 (161)</td>
<td>3.88 (159)</td>
</tr>
<tr>
<td>Number of publications in top journals/faculty (Department total)</td>
<td>.46 (15)</td>
<td>.67 (22)</td>
<td>.65 (22)</td>
<td>1.11 (40)</td>
<td>.82 (32)</td>
</tr>
<tr>
<td>Citations in the year/faculty member (Department total)</td>
<td>330 (10,875)</td>
<td>390 (13,262)</td>
<td>449 (15,724)</td>
<td>474 (17,556)</td>
<td>475 (18,994)</td>
</tr>
</tbody>
</table>

Note. Top journals were classified as outlets associated with the American Psychological Association or Association of Psychological Science, or top ranked journals in Neuroscience (according to a 5-year average impact factor).

We compared our productivity and impact to other peer and aspirant peer institutions. We selected large public institutions with U.S. News and World Report rankings above our own. As shown in Table 18, we fare well in the number of publications per faculty member relative to peers but our faculty members are cited less than peer and aspirant peer institutions. This difference is likely partially due to the relatively high proportion of junior faculty (i.e., PhD fewer than 10 years ago) in our department relative to other departments. This pattern suggests that we need to focus on developing the citation networks of faculty and promoting/publicizing the work of our scholars.
Table 18. Faculty productivity and impact compared to peer and aspirant peer institutions for 2016.

<table>
<thead>
<tr>
<th>Institution</th>
<th># of Faculty</th>
<th>% under 10 years PhD</th>
<th># Pubs/faculty in 2016</th>
<th>H-index since 2012/faculty</th>
<th>Citations since 2012/faculty</th>
<th>U.S. News &amp; WR rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University</td>
<td>41</td>
<td>39%</td>
<td>3.88</td>
<td>18.29</td>
<td>1719</td>
<td>66</td>
</tr>
<tr>
<td>UT Austin</td>
<td>59</td>
<td>17%</td>
<td>3.75</td>
<td>29.05</td>
<td>4693</td>
<td>8</td>
</tr>
<tr>
<td>U Oregon</td>
<td>30</td>
<td>23%</td>
<td>4.20</td>
<td>24.33</td>
<td>4747</td>
<td>45</td>
</tr>
<tr>
<td>Michigan State U.</td>
<td>68</td>
<td>25%</td>
<td>3.95</td>
<td>21.84</td>
<td>2932</td>
<td>45</td>
</tr>
<tr>
<td>Florida State University</td>
<td>46</td>
<td>23%</td>
<td>6.80</td>
<td>30.59</td>
<td>6631</td>
<td>60</td>
</tr>
<tr>
<td>U of Michigan</td>
<td>92</td>
<td>12%</td>
<td>5.15</td>
<td>27.08</td>
<td>4406</td>
<td>3</td>
</tr>
<tr>
<td>U of Illinois</td>
<td>67</td>
<td>16%</td>
<td>4.32</td>
<td>28.69</td>
<td>5902</td>
<td>7</td>
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</tbody>
</table>

Note. These numbers were calculated using faculty current as of Spring, 2017 based on materials available online. Calculations for our department differ from those reported elsewhere that capture counts as of Fall 2017.

Core Faculty Grants
Our faculty members received external grants and awards as PI, co-PI, or co-I totaling approximately $15.2M from 2012-July 2017. This is the total amount of the award associated with each faculty member (not the account amount specifically dedicated to the faculty member). The amount awarded has increased steadily over time. As shown in Figure 8, the overall amount of grant dollars newly awarded in 2016 was approximately twice the amount of grant dollars awarded in 2012 within the department, and as of July 2017 we have almost hit the level of overall funding awarded for 2016. Many of these reflect interdisciplinary efforts, consistent with the “hub science” nature of the discipline.

Figure 8. External funding awarded to faculty in the last five years.

Note. Total Grant Awarded includes total dollar amount of award. Total Active was calculated by taking the total dollar amount of each grant divided by the number of funded years to represent the total average active per year.
Table 19 presents details about the award amounts during this five-year period. Of the total awarded amount of grant dollars that were active between 2012-2017, approximately 43% was from the National Institutes of Health, 47% was from the National Science Foundation, and 10% was from foundations or other organizations.

**Table 19.** External funding with current faculty members as PI, co-PI, or co-I in 2012-2016.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Title</th>
<th>Agency</th>
<th>Start</th>
<th>End</th>
<th>Total Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grau</td>
<td>Arra: Learning Within the Spinal Cord: Clinical Implications</td>
<td>NI of Neurological Disorders and Stroke</td>
<td>2007</td>
<td>2013</td>
<td>$1,547,416</td>
</tr>
<tr>
<td>Harmon</td>
<td>Considering Approach Motivational Intensity Within Positive Affect</td>
<td>National Science Foundation</td>
<td>2007</td>
<td>2012</td>
<td>$427,081</td>
</tr>
<tr>
<td>Wellman</td>
<td>Heavy Metal and Drug Self-Administration: Mechanisms</td>
<td>NI On Drug Abuse</td>
<td>2007</td>
<td>2012</td>
<td>$1,342,729</td>
</tr>
<tr>
<td>Bizon</td>
<td>CNS Development Gabaars And Vulnera</td>
<td>NI on Alcohol Abuse and Alcoholism</td>
<td>2008</td>
<td>2012</td>
<td>$569,099</td>
</tr>
<tr>
<td>Edens</td>
<td>Contextual Influences In Prisoner Research</td>
<td>DHS-Coast Guard</td>
<td>2008</td>
<td>2012</td>
<td>$827,365</td>
</tr>
<tr>
<td>Meagher</td>
<td>Impact of Social Stress-Induced Cytokines On An Animal Model of Ms</td>
<td>NI of Neurological Disorders and Stroke</td>
<td>2008</td>
<td>2014</td>
<td>$999,111</td>
</tr>
<tr>
<td>Bortfeld</td>
<td>Neural Contribution of Visual Speech To Language Development In Preverbal Infants</td>
<td>NI on Deafness and Other Comm. Disorders</td>
<td>2009</td>
<td>2012</td>
<td>$91,101</td>
</tr>
<tr>
<td>Harmon</td>
<td>Approach Motivation, Anger &amp; Positive Affects</td>
<td>National Science Foundation</td>
<td>2009</td>
<td>2012</td>
<td>$384,446</td>
</tr>
<tr>
<td>Hook</td>
<td>The Effects of Morphine On Recovery of Function After SCI</td>
<td>TIRR Foundation</td>
<td>2009</td>
<td>2012</td>
<td>$120,000</td>
</tr>
<tr>
<td>Schmeichel</td>
<td>Distinguishing impulse strength from self-control strength as causes of self-control failure</td>
<td>National Science Foundation</td>
<td>2009</td>
<td>2013</td>
<td>$374,865</td>
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<tr>
<td>Wilcox</td>
<td>Optical Imaging In Infants</td>
<td>NI of Child Health &amp; Human Dev.</td>
<td>2009</td>
<td>2016</td>
<td>$1,077,371</td>
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<tr>
<td>Grau</td>
<td>Metaplasticity and recovery after spinal cord injury: Cellular mechanisms</td>
<td>NI of Neurological Disorders and Stroke</td>
<td>2010</td>
<td>2014</td>
<td>$256,356</td>
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<tr>
<td>Miner</td>
<td>Gse/Rse: the Influence of Educational Climate On College Women's Attrition From Stem Fields: A Three-Year Longitudinal Study</td>
<td>National Science Foundation</td>
<td>2010</td>
<td>2013</td>
<td>$506,480</td>
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<tr>
<td>Payne</td>
<td>Promoting Success of Women Faculty Through A Psychologically Healthy Workplace</td>
<td>National Science Foundation</td>
<td>2010</td>
<td>2017</td>
<td>$3,705,838</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Funding Agency</td>
<td>Start Year</td>
<td>End Year</td>
<td>Amount</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------------------------------------------</td>
<td>-----------------------------------------</td>
<td>------------</td>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td>Perez</td>
<td>Impact of Effortful Control &amp; Negative Affectivity On Eating &amp; Weight Status</td>
<td>NI of Child Health and Human Dev.</td>
<td>2010</td>
<td>2013</td>
<td>$130,089</td>
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<td>Smith, S.</td>
<td>Creativity in the Wild: Insight and Discovery with Wearable Sensors: EAGER</td>
<td>National Science Foundation</td>
<td>2010</td>
<td>2014</td>
<td>$141,000</td>
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<td>Geraci</td>
<td>Investigating how prior task success improves memory performance in older adults</td>
<td>NI on Aging</td>
<td>2011</td>
<td>2015</td>
<td>$397,790</td>
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<tr>
<td>Grau &amp; Hook</td>
<td>Morphine undermines recovery of function after SCI: Neurobiological mechanisms</td>
<td>NI on Drug Abuse</td>
<td>2011</td>
<td>2016</td>
<td>$1,142,700</td>
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<tr>
<td>Taylor</td>
<td>Project Words of Oral Reading and Language Development (WORLD)</td>
<td>Department of Education</td>
<td>2011</td>
<td>2015</td>
<td>$2,608,581</td>
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</tbody>
</table>

**Awarded in 2012**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Funding Agency</th>
<th>Start Year</th>
<th>End Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
<td>Age Discrimination In Hiring: Eye Tracking During the Resume Review Process</td>
<td>Alfred P. Sloan Foundation</td>
<td>2012</td>
<td>2017</td>
<td>$116,201</td>
</tr>
<tr>
<td>Balsis</td>
<td>Measuring Change In Alzheimer's Disease Dysfunction More Precisely With Irt</td>
<td>NI On Aging</td>
<td>2012</td>
<td>2014</td>
<td>$72,322</td>
</tr>
<tr>
<td>Eastwick</td>
<td>A Phylogenetic Evolutionary Psychological Approach To Human Mating</td>
<td>National Science Foundation</td>
<td>2012</td>
<td>2014</td>
<td>$276,194</td>
</tr>
<tr>
<td>Grau &amp; Hook</td>
<td>Neurotrophin Delivery Using Injectable Hydrogels for Increased Plasticity after Spinal Cord Injury</td>
<td>Mission Connect</td>
<td>2012</td>
<td>2014</td>
<td>$50,000</td>
</tr>
<tr>
<td>Maren</td>
<td>Neural Substrates of Contextual Memory In Fear Extinction</td>
<td>NI of Mental Health</td>
<td>2012</td>
<td>2015</td>
<td>$1,649,409</td>
</tr>
<tr>
<td>Perez</td>
<td>Assessing Eating Disorder Symptoms In Young Girls</td>
<td>Hogg Foundation</td>
<td>2012</td>
<td>2013</td>
<td>$17,500</td>
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</tbody>
</table>

**Awarded in 2013**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Funding Agency</th>
<th>Start Year</th>
<th>End Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carter-Sowell</td>
<td>AGEP-T: Collaborative Research: Advancing Interdisciplinary STEM Graduate Education in Energy and Sustainability Disciplines</td>
<td>National Science Foundation</td>
<td>2013</td>
<td>2018</td>
<td>$703,000</td>
</tr>
<tr>
<td>Fields</td>
<td>Impulsive Behavior in Adolescent Healthy weight and obese smokers and nonsmokers</td>
<td>NI of Diabetes and Digestive and Kidney Diseases</td>
<td>2013</td>
<td>2016</td>
<td>$369,111</td>
</tr>
<tr>
<td>Grau &amp; Hook</td>
<td>Interaction between SCI and Noxious Input: Modulation of Pain Hypersensitivity</td>
<td>Emory University – NIH</td>
<td>2013</td>
<td>2016</td>
<td>$140,261</td>
</tr>
<tr>
<td>Name</td>
<td>Project Title</td>
<td>Funding Source</td>
<td>Year</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td>------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>Meagher</td>
<td>The effects of preoperative psychogenic stress on pain after spinal surgery: The moderating and/or mediating role of cytokines</td>
<td>Texas Brain &amp; Spine Institute/St. Joseph’s Hospital Seed Grant</td>
<td>2013</td>
<td>$15,000</td>
<td></td>
</tr>
<tr>
<td>Smallman &amp; Fields</td>
<td>EAGER: Foundations for Combining Normative and Behavioral Research Methodologies to Study Systems Engineering</td>
<td>National Science Foundation</td>
<td>2013</td>
<td>$100,000</td>
<td></td>
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<tr>
<td>Woods</td>
<td>Acceptance Enhanced Behavior Therapy for Trichotillomania</td>
<td>NI of Mental Health</td>
<td>2013</td>
<td>$360,291</td>
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</tr>
</tbody>
</table>

**Awarded in 2014**

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Funding Source</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
<td>Editorship for Review of General Psychology</td>
<td>American Psychological Association</td>
<td>2014</td>
<td>$37,500</td>
</tr>
<tr>
<td>Geraci</td>
<td>Unity and Diversity in Self-Regulation and Executive Functioning</td>
<td>National Science Foundation</td>
<td>2014</td>
<td>$212,327</td>
</tr>
<tr>
<td>Grau</td>
<td>Uncovering the mechanisms that underlie the acceleration of cell death after spinal cord injury</td>
<td>TIRR Foundation</td>
<td>2014</td>
<td>$9,978</td>
</tr>
<tr>
<td>Grau</td>
<td>Probenecid: A potential treatment to reduce cell death, and chronic pain, after spinal cord injury</td>
<td>Mission Connect</td>
<td>2014</td>
<td>$20,000</td>
</tr>
<tr>
<td>Grau</td>
<td>Stress and Glucocorticoids exacerbate recovery after SCI</td>
<td>Paralyzed Veterans of America</td>
<td>2014</td>
<td>$30,701</td>
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<tr>
<td>Grau</td>
<td>How and when does peripheral input affect recovery after SCI?</td>
<td>Craig H. Neilsen Foundation</td>
<td>2014</td>
<td>$523,435</td>
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<tr>
<td>Schlegel</td>
<td>Strategies: Making the Maker: A Pathway to STEM for Elementary School Students</td>
<td>National Science Foundation</td>
<td>2014</td>
<td>$1,094,771</td>
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<tr>
<td>Schmeichel</td>
<td>Unity and diversity in self-regulation and executive functioning</td>
<td>National Science Foundation</td>
<td>2014</td>
<td>$212,327</td>
</tr>
<tr>
<td>Vaid</td>
<td>Does Literacy Knowledge in First Language Matter in Second Language Reading? An Investigation of Biliterate Readers’ Word Parsing Strategy in English</td>
<td>American Psychological Association</td>
<td>2014</td>
<td>$1,000</td>
</tr>
<tr>
<td>Woods</td>
<td>Developing effective response inhibition training for symptom relief in OCD</td>
<td>NI of Health</td>
<td>2014</td>
<td>$31,865</td>
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<tr>
<td>Worthy</td>
<td>A Computational Neuroscience Approach to Frontal Compensation in Decision-Making</td>
<td>NI of Aging</td>
<td>2014</td>
<td>$491,150</td>
</tr>
</tbody>
</table>

**Awarded in 2015**

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Title</th>
<th>Funding Source</th>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arthur</td>
<td>The predictor method-change approach to reducing subgroup differences: True method effects or camouflaged</td>
<td>Society for Industrial and Organizational Psychology</td>
<td>2015</td>
<td>$2,000</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Sponsor</td>
<td>Start Year</td>
<td>End Year</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Bernard</td>
<td>Cerebello-Prefrontal Involvement in Error Processing and Rule Learning in Youth at Ultra High-Risk for Psychosis</td>
<td>Brain &amp; Behavior Research Foundation</td>
<td>2015</td>
<td>2018</td>
</tr>
<tr>
<td>Lench</td>
<td>Understanding and Improving Predictions about Future Feelings</td>
<td>National Science Foundation</td>
<td>2015</td>
<td>2018</td>
</tr>
<tr>
<td>Maren</td>
<td>Prefrontal-hippocampal interplay in contextual memory retrieval</td>
<td>McKnight Foundation</td>
<td>2015</td>
<td>2018</td>
</tr>
<tr>
<td></td>
<td>Neural Substrates of Contextual Memory in Fear Extinction (competitive renewal)</td>
<td>NI of Mental Health</td>
<td>2015</td>
<td>2020</td>
</tr>
<tr>
<td>Meagher</td>
<td>Effect of Alcohol Withdrawal on Pain Sensitization</td>
<td>NI of Health (NRSA)</td>
<td>2015</td>
<td>2016</td>
</tr>
<tr>
<td>Salter</td>
<td>Honor as Goal Pursuit: A Cross-Cultural Investigation</td>
<td>National Science Foundation</td>
<td>2015</td>
<td>2018</td>
</tr>
<tr>
<td>Smallman</td>
<td>Investigation into Multiparty Engineering using Game-Based Methods</td>
<td>MITRE Corp.</td>
<td>2015</td>
<td>2015</td>
</tr>
<tr>
<td>Smith, R.</td>
<td>Opposing roles of distinct output projections from prefrontal cortex</td>
<td>NI of Health</td>
<td>2015</td>
<td>2017</td>
</tr>
<tr>
<td>Wilcox</td>
<td>Obesity, Stress, and Neuromuscular Function in the Elderly</td>
<td>Texas A&amp;M University Health Science Center</td>
<td>2015</td>
<td>2018</td>
</tr>
<tr>
<td>Anderson</td>
<td>HIV-related neuroplasticity and attention-to-reward as predictors of real world function in individuals with HIV-associated neurocognitive disorder</td>
<td>NI of Health</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Geraci</td>
<td>Using interactive art technology to improve older adults' social connectedness and well-being</td>
<td>National Endowment for the Arts</td>
<td>2016</td>
<td>2018</td>
</tr>
<tr>
<td>Grau</td>
<td>Effect of inflammation on recovery and pain after spinal cord injury</td>
<td>NI of Neurological Disorders and Stroke</td>
<td>2016</td>
<td>2018</td>
</tr>
<tr>
<td>Grau</td>
<td>Service and Software Solution for the Rigorous Design of Animal Studies</td>
<td>NI of Health</td>
<td>2016</td>
<td>2017</td>
</tr>
<tr>
<td>Lench</td>
<td>Principal-Agent Models of Decision Delegation During Systems Design: Integrating Modeling and Behavioral Approaches</td>
<td>National Science Foundation</td>
<td>2016</td>
<td>2019</td>
</tr>
<tr>
<td>MacNamara</td>
<td>Brain-Behavior Markers of Negative Affectivity, Comorbidity in Anxiety Disorders</td>
<td>NI of Health</td>
<td>2016</td>
<td>2019</td>
</tr>
<tr>
<td>Maren</td>
<td>Neural Circuits for Reinstatement of Fear</td>
<td>NI of Mental Health</td>
<td>2016</td>
<td>2018</td>
</tr>
<tr>
<td>Smallman</td>
<td>Principal-Agent Models of Decision Delegation during Systems Design: Integrating Modeling and Behavioral Approaches</td>
<td>National Science Foundation</td>
<td>2016</td>
<td>2019</td>
</tr>
</tbody>
</table>

**Awarded in 2016**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Sponsor</th>
<th>Start Year</th>
<th>End Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anderson</td>
<td>HIV-related neuroplasticity and attention-to-reward as predictors of real world function in individuals with HIV-associated neurocognitive disorder</td>
<td>NI of Health</td>
<td>2016</td>
<td>2017</td>
<td>$2,043,000</td>
</tr>
<tr>
<td>Geraci</td>
<td>Using interactive art technology to improve older adults' social connectedness and well-being</td>
<td>National Endowment for the Arts</td>
<td>2016</td>
<td>2018</td>
<td>$18,000</td>
</tr>
<tr>
<td>Grau</td>
<td>Effect of inflammation on recovery and pain after spinal cord injury</td>
<td>NI of Neurological Disorders and Stroke</td>
<td>2016</td>
<td>2018</td>
<td>$402,205</td>
</tr>
<tr>
<td>Grau</td>
<td>Service and Software Solution for the Rigorous Design of Animal Studies</td>
<td>NI of Health</td>
<td>2016</td>
<td>2017</td>
<td>$17,134</td>
</tr>
<tr>
<td>Lench</td>
<td>Principal-Agent Models of Decision Delegation During Systems Design: Integrating Modeling and Behavioral Approaches</td>
<td>National Science Foundation</td>
<td>2016</td>
<td>2019</td>
<td>$199,484</td>
</tr>
<tr>
<td>MacNamara</td>
<td>Brain-Behavior Markers of Negative Affectivity, Comorbidity in Anxiety Disorders</td>
<td>NI of Health</td>
<td>2016</td>
<td>2019</td>
<td>$516,135</td>
</tr>
<tr>
<td>Maren</td>
<td>Neural Circuits for Reinstatement of Fear</td>
<td>NI of Mental Health</td>
<td>2016</td>
<td>2018</td>
<td>$65,988</td>
</tr>
<tr>
<td>Smallman</td>
<td>Principal-Agent Models of Decision Delegation during Systems Design: Integrating Modeling and Behavioral Approaches</td>
<td>National Science Foundation</td>
<td>2016</td>
<td>2019</td>
<td>$199,484</td>
</tr>
</tbody>
</table>

68
Although grant-related metrics have improved over time, this level of grant activity is below what one would expect based on other metrics, according to comparative data available in Academic Analytics (AA). In these comparisons, we acknowledge that AA misses some information, including co-Is and grants that are set up through another institution, and that the information is delayed by several years. As shown in Figure 9, we are in the top 25% of psychology departments on almost all factors related to articles, awards, books, and citations; however, we are below the 25% mark for the majority of factors related to grants, and below the median for dollars per federal grant. While grant support is not necessarily indicative of the strength of the research profile of the department, it does reflect national prominence. Further, available funding and indirect cost support impacts the overall resources available within the university and department for faculty, students, and infrastructure. We have made several critical changes over the last three years to promote grant applications and funding, including 1) hiring faculty with funding or fundable research profiles, 2) prioritization of graduate admissions based on available grant support, 3) workload reallocation with grant support considered, and 4) support for pilot and bridge funding related to grant submissions. We were also recently able to hire a business staff member who is dedicated to grant review, support, and development. Preliminary evidence of the amount of awards in 2016 and 2017 (reported above) suggest that these efforts have been successful, and we anticipate increased grant activity within the next three years.
Our current faculty members have been recognized with prestigious (based on classifications by the National Research Council and Academic Analytics), including 1 Fellow in the American Association for the Advancement of Science, 1 Millon Mid-Career Award in Personality Psychology, 1 APA Division 12 Distinguished Scientific Contributions Award, 1 Hebb Distinguished Scientific Contributions Award, 13 fellows in the American Psychological Association, and 10 fellows in the Association for Psychological Science. Faculty members have received numerous additional awards for research, teaching, service, and clinical practice. We have made targeted improvements to support award development, including a department awards committee and incentives for self or colleague nominations.

**Teaching Mission**

Our teaching mission involves the provision of a rigorous undergraduate and graduate education in psychological science that provides students with skills relevant to today’s employers and innovators. We currently enroll approximately 1,400 undergraduate majors, 800 minors, and 100 graduate students (including students associated with the Texas A&M Institute for Neuroscience). Approximately 14,000 students take our courses every year, generating...
approximately 40,000 SCHs and 80,000 WSCHs. This is the highest number of weighted student credit hours within the College of Liberal Arts. Beyond these metrics, we highlight a few examples of recent work that have made a difference in the world:

- Dr. Meagher is developing a course on health psychology that integrates mindfulness training as part of the course. Students learn techniques for stress reduction and mindful engagement.
- Drs. Hicks and Sabat have worked with a graduate and undergraduate student group to develop a podcast related to diversity and inclusion. This development has been supported by a grant from the College of Liberal Arts. They have also organized a public discussion of topics related to inclusion.
- Students in sections of our undergraduate statistics course (required of all majors) collect data on a question about human psychology and analyze that data over the course of the semester. They present their findings in posters to fellow students, graduate students, faculty, and administrators.

The typical teaching load within the department is 2:1 for research active faculty, with some loads reduced or increased based on research and administrative contributions. Tenured and tenure-track faculty are typically given course releases their first two years as part of their start up package, and teach a 0/1 their first year and a 1/1 their second year. We currently have a T/TT faculty to major ratio of 1:33. Our faculty members include several instructional faculty members who teach a large number of students every semester. As a result, overall, we have a faculty to major ratio of 1:27, slightly higher than ratios at psychology departments in other R1 universities. While maintaining enrollments and large sections of in-demand courses, we strive to offer upper division courses at smaller enrollments. In Fall 2017, 16% of upper level courses were offered at our largest enrollment (200 seats), 55% were offered at medium enrollment (100 seats), and 20% were offered at lower enrollment (24-56 seats).

The majority of our faculty members are involved in undergraduate research and mentoring, which we consider our signature high-impact experience for our undergraduate majors. Participation in research with faculty gives students an opportunity to learn about psychological science first hand and for them to engage with professors and fellow students in a professional environment. Typically about half of our undergraduate students participate in research during their training. In 2014-2016, this experience resulted in 160 presentations and publications involving undergraduate students.

Graduate students are integral to the research mission of the department and are involved in work with their advisor(s) from the start of their training. In 2016, this resulted in 325 publications within the department that involved graduate students, often as lead authors. Our graduate students place well as a result, as reported in the graduate employment section.
Service Mission

Our service mission focuses on providing outreach within the profession, university, and community about psychological science and the application of psychological science to real-world issues. Faculty members contribute to this mission in a variety of different ways depending on their research focus, skill set, and orientation to service. Beyond the metrics below, we highlight examples of recent work that has mattered nationally or locally:

- Multiple faculty members have engaged with debates about the replicability of scientific findings and issues specific to psychology. These efforts have resulted in multiple publications, presentations, and a public event that featured nationally prominent leaders in this debate.
- Dr. Morey has served on working groups for updates to the DSM-V. This is the manual that guides all diagnosis and treatment of mental health disorders. His view that psychological disorders occur on a continuum has clearly had an impact on this manual, and has led to work on potential treatments for disorders previously considered to be untreatable.
- Dr. Steven Smith has provided expert testimony on eyewitness memory in dozens of criminal trials, seminars for lawyers, and presentations for the US Undersecretary of Commerce at the US Patent and Trademark Organization.

Faculty members provide service professionally and locally. Our faculty members regularly serve as editors, editorial board members, grant panelists, and on committees for professional and federal organizations. In 2014-2016, 88% of our faculty members served on at least one journal editorial board and/or grant review panel. Highlights of our professional service during this period are presented in Table 20.

Table 20. Highlights of faculty engagement in professional service from 2014-2016.

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander</td>
<td>Editor-in-Chief for Review of General Psychology</td>
</tr>
<tr>
<td>Anderson</td>
<td>Guest Editor, Visual Cognition &amp; Attention, Perception, &amp; Psychophysics; Editorial Board, Attention, Perception, and Psychophysics</td>
</tr>
<tr>
<td>Balsis</td>
<td>Associate Editor, Assessment; Handling Editor, Journal of Alzheimer’s Disease; Editorial Board, Assessment, Journal of Alzheimer’s Disease, Journal of Personality Assessment, Personality Disorders</td>
</tr>
</tbody>
</table>
Committee Member, SIOP Graduate Student Scholarship Award Committee, SIOP Distinguished Teaching Contributions Award Committee

Bernard NIMH Research Domain Criteria Motor Domain Council Workshop Participant

Bolanos Associate Editor, Neuroscience Letters; Editorial Board, Neuropsychopharmacology
Committee Member, National steering committee for National Hispanic Science Network on Drug Abuse, Scientific Program Committee: American College of Neuropsychopharmacology
Chair & Vice chair, Underrepresented Minority Taskforce: American College of Neuropsychopharmacology

Carter-Sowell Committee Member, SPSP Graduate Student Diversity Travel Award Program, SPSSI: Grants in Aid Program


Eitan Editorial board, Pain Studies and Treatment

Fields Committee member, SNRT Program Committee for Health Disparities Research Network, APA Committee on Minority Support in Psychopharmacology and Substance Abuse Research

Geraci Editorial board, Experimental Aging Research, Journal of Memory and Language, Memory & Cognition

Grau Federal Grant Review Panel, Department of Defense Congressionally Directed Medical Research Programs, Neilsen Foundation, Paralyzed Veterans of America, Clinical Neuroplasticity and Neurotransmitters
Editorial Board, Behavioral Neuroscience
Committee member, APA Committee on Scientific Awards


Lench Federal Grant Review Panel, NSF, Social Psychology
Editorial Board, Behavioral Sciences, Journal of Happiness Studies; Consulting Editor, Emotion

MacNamara Grant Review Panel, United States- Israel Binational Science Foundation

Maren Editor in chief- Behavioral Brain Research; Editorial board, Neuroscience and Biobehavioral Reviews
Committee member, Cohen Biosciences Steering Committee

Mathur Vice Chair, Pain and Disparities Shared Interest Group of the American Pain Society
Board Member, American Pain Society’s Early Career Advisory Group

Meagher Federal Grant Review Panel, NIH Biobehavioral Mechanisms of Emotion, Stress, and Health

Miner Federal Grant Review Panel, NSF REAL Panel

Morey Editorial Board, Assessment, Journal of Personality Disorders, Personality Disorders: Theory, Research and Treatment, Psychological Assessment, Journal of Personality Assessment
Board of Directors for Society for Personality Assessment
Committee member, APA Division 12 Publications Committee
Consistent with values of shared governance and transparency, tenured faculty members are typically involved in or chair a department committee and serve on up to two mentoring committees for tenure-track faculty. The Department Head and Associate Head positions (Lench, Geraci, Fields, Hicks, Samuelson), all of which involve significant service and administrative responsibilities, are held by five tenured faculty members (4 Associate Professors, 1 Full). The large number of Associate Professors involved in department administration is partially the result of the overall relatively high proportion of faculty who have received their PhDs within the past 10 years. Tenure-track faculty members serve on at least one department committee, but are encouraged to limit their service contributions prior to
tenure review. Five faculty members serve in significant administrative positions as Associate Deans or Executive Directors in the College (Alexander, Bergman, Wellman), and in the University (Vaid, Wilcox). Our faculty members are central to the social science and training components of the ADVANCE initiative within the University, initially funded through the National Science Foundation (Bergman, Carter-Sowell, Miner, Payne). Our community clinic provides service to Texas residents requiring mental health services in 2016, including 336 clients who received assessments (132 police and safety officers, 50 disability, and 52 local adults or children) and 102 clients who received treatment.

Faculty Salaries

Current faculty salaries are, on average: $83,715 for Assistant Professors, $92,751 for Associate Professors, and $142,598 for Professors. Current salary data at peer institutions is not available, but previous years can be compared as an indicator of how competitive we currently are to attract and retain faculty. As shown in Table 21, our average salaries in Fall 2016 were above the psychology department average at Carnegie-classified research universities. However, salaries at all ranks were below those offered at psychology departments among our Vision 2020 peer institutions (5% for Assistant, 8% for Associate, 8% for Full). We are currently (FY18) offering average salaries that are slightly below those offered by peer institutions in Fall 2016 (0% to 7% across ranks). In the last several years, we have been able to make equity adjustments in pay to correct instances of inversion based on rank, or instances where differences in compensation were not be explained by variation in productivity.

Table 21. Faculty salaries at TAMU, Vision 2020 peer institutions, and Carnegie Research Universities in Fall 2016.

<table>
<thead>
<tr>
<th></th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Full Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M</td>
<td>$80,497</td>
<td>$93,743</td>
<td>$142,570</td>
</tr>
<tr>
<td>Vision 2020 Peers</td>
<td>$84,835</td>
<td>$102,169</td>
<td>$155,576</td>
</tr>
<tr>
<td>Carnegie Research Universities</td>
<td>$71,241</td>
<td>$81,849</td>
<td>$118,452</td>
</tr>
</tbody>
</table>


Recruitment, Mentoring, and Retention

The Department, College, and University provide numerous programs and opportunities to enhance the recruitment, mentoring, and retention of faculty members, with a particular emphasis on enhancing the diversity and excellence of our faculty. Job advertisements typically
include explicit statements supporting diversity, inclusion, and dual-career placements. We strive to recruit a diverse applicant pool, with efforts involving discussions with colleagues at conferences, direct email solicitations to scholars with reputations for successfully mentoring women and students from underrepresented minority groups, and posting the job advertisement on forums, social media, and listservs that involve psychologists and/or neuroscientists from diverse backgrounds. The College of Liberal Arts certifies applicant pools before interviews begin, to ensure that efforts were made to establish a diverse pool. The University has offered STRIDE training (Strategies and Tactics for Recruiting to Improve Diversity and Excellence) as part of its National Science Foundation ADVANCE initiative. Department search committee chairs and members are strongly encouraged to attend this training. Our faculty contributed to the development and distribution of the STRIDE training curriculum, which focuses on issues of implicit bias and strategies to reduce the impact of bias on evaluation of candidates. A member of the department diversity committee is part of every search committee, with the intention that they champion strategies and procedures to promote equitable consideration of all candidates.

We have made significant changes to our mentoring procedures since the last program review in 2010. At that time, we relied on the informal development of mentoring relationships, which worked well for some faculty and less well for others. In 2015, we developed a formal mentoring program (Appendix O). This program involves a three-person mentoring committee designed to offer support and direction for pre-tenure faculty members. These committees are established at the start of a new faculty member’s appointment. Committee members may change but at least one member stays constant from year-to-year and generally the same committee is preserved year-to-year. This provides flexibility, as mentoring needs may change over the pre-tenure period and there is need to balance the workload among post-tenure faculty members. This committee remains in place at least through tenure evaluation. Informally, this program has been well received by faculty mentees and mentors. The program is new and it is difficult to garner objective evidence of success independent of quality hiring, but retention and success rates can be examined as an indication. To date, all faculty who have taken part in the mentoring committee program have been successful in tenure review and have been successfully retained post-tenure. The faculty cohorts who have begun since the implementation of the mentoring program have also been successful in publishing high-impact work and in obtaining grants. Many of our faculty have also benefited from the mentoring program established as part of the ADVANCE initiative, which pairs women faculty with local mentors and nationally prominent women scholars.

We promote a supportive, transparent environment for faculty evaluation and promotion. Faculty members receive annual feedback about their performance in research, teaching, and service. This evaluation is conducted by a three-person faculty committee and the Department Head (see Appendix D). Pre-tenure faculty receive an annual report from the Promotion and Tenure Committee as well as the Department Head, which explicitly addresses progress toward tenure. Two votes occur as part of this process, one regarding progress toward tenure and one regarding whether a contract should be renewed. The intention of these votes is to provide clear, quantitative feedback about progress toward tenure. We make guidelines about tenure
evaluations and procedures public and accessible on the website and faculty shared drive (see Appendix C for tenure guidelines; Appendix B for bylaws regarding procedures). To promote and prioritize research excellence, tenure-track faculty are also typically offered reduced teaching loads during their first and second years, are encouraged to focus on preparing a small set of courses, and are encouraged to limit local service contributions. They are also given priority in admissions for graduate students and in pilot and bridge funds to support the development of research projects.

**Staff Support**

Staff support has significantly improved since the last academic program review, during which the reviewers and review document noted issues with costly staff turnover and insufficient support for department functions. These improvements have occurred through increased College and University support for staff and for staffing improvements in the Department, as well as increased leadership from seasoned staff in promoting and protecting a positive work environment.

At the time of the 2010 review, we had 3 Accounting staff, 3 Clerical staff (including a .75 Clinic receptionist), 1 Graduate Staff (at 62.5% time), 2 Undergraduate Advisors, and 2 IT staff (10 staff). Currently, we have 4 Accounting staff, 3 Clerical staff, 1 Graduate staff, 4 Undergraduate Advisors, and 2 IT staff (14 staff). As detailed in the Finances section of this report, the compensation for staff has also increased over time, permitting us to offer competitive salaries and to minimize turnover. The improved support has resulted in better functioning within the department, including increased involvement of our advisors in organizing student orientations and development sessions, development of an organized graduate recruitment event and a graduate orientation seminar, and improved purchasing processes. The additional accounting staff member who focuses on grants and grant accounts began in Fall 2017. We anticipate that this additional staff member will enhance our research and grant productivity by facilitating grant purchases and processes. We are appreciative of these improvements, but note that we remain understaffed in each area compared to psychology department Vision 2020 peer institutions, particularly for clinic and facilities support.

**Faculty Diversity**

Diversity is key to instructional and research excellence, in that it promotes the representation of multiple ideas, values, and experiences in academic discourse. Consistent with this belief and our department and university strategic plans, we make concerted efforts to recruit and retain faculty from diverse backgrounds and to recognize faculty contributions across areas of psychology. We also seek to recognize the various ways that faculty can make significant contributions to conducting and communicating psychological science. As reported in Table 22, our faculty has become gradually more diverse over time.
Table 22. Faculty demographic profile during last three academic program reviews.

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2010</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female T/TT Faculty</td>
<td>34%</td>
<td>37%</td>
<td>48%</td>
</tr>
<tr>
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Although efforts to promote equity and diversity within the department have been successful, this remains a department priority. The Department Diversity and Inclusion Committee has been leading the development of department-specific processes to promote inclusive hiring practices. This committee also makes regular recommendations about changes to infrastructure and processes to support all faculty, students, and staff within the Department, and has begun to implement many of those changes.

**Faculty Qualifications**

All faculty hold a doctorate in the discipline of Psychology, Neuroscience, or a closely related discipline. We expect that faculty work within the discipline of psychological science and use methodology reflective of the study of psychological processes.

**Analysis**

The Department of Psychological and Brain Sciences seeks to be a leader in psychological research and education. We have built research and instructional excellence in cross-area research domains, and hired stellar scientists in cognitive neuroscience, diversity science, and affective science. Our overall productivity continues to increase, reflecting the strength of our current faculty and our recent hiring strategies. We continue our record of outstanding teaching, strong service nationally and university-wide, and commitment to diversity and inclusion. We have made strategic decisions in the last several years to integrate biological and behavioral approaches to the study of psychological science. These decisions have included hiring faculty with psychophysiological and neuroscience expertise, recognizing this expertise through a department name change (to Psychological and Brain Sciences), and developing undergraduate and graduate courses related to this emerging expertise. Combined with our continued strengths in behavioral approaches, we anticipate that these initiatives focused on psychophysiological and neuroscience approaches position the Department to make groundbreaking advances in the study of the mind and behavior.
Concluding Observations

Our overall productivity and impact continue to increase, reflecting the strength of our faculty and our hiring strategies. We have built research and instructional excellence in cross-program domains, and hired stellar scientists in fMRI, diversity science, and affective science. We continue our record of outstanding teaching, strong service nationally and university-wide, and commitment to diversity and inclusion.

We are a young and vibrant department. We have a large number of early-career scholars (nearly half of our faculty have received their PhDs in the last ten years) and we have intentionally hired faculty who use innovative methods in their research. This strategic decision poses opportunities and challenges. The opportunities include the potential to integrate with research across campus and nationally to face the most challenging issues of our time. Our faculty members are also bringing these methods into the classroom – teaching the next generation of scientists and practitioners how to understand, predict, and change human behavior. The challenges include the difficulty of integrating cutting-edge methodology, processes, and instruction into infrastructure that was designed for a psychology department three decades ago.

The most important investment that could be made would be to provide the graduate student support and long-term planning for infrastructure needed to retain current and incoming faculty. To truly emerge as a leader will require a shift that provides the resources and space required to share equipment and compete for grants, which will make Texas A&M an exciting venue to attract the top scholars in the discipline. Overall, we are on target to emerge as a leader in psychological research and education and look forward to working with the College and University to attain excellence.
Appendix A:
Department of Psychology Strategic Plan
Vision

The Department of Psychology at Texas A&M University seeks to be a leader in psychological research and education.

Mission

The Department of Psychology conducts and disseminates innovative scientific research that impacts the discipline and provides service to the community; trains outstanding doctoral-level research scientists and practitioners; and provides a one-of-a-kind undergraduate education that prepares students for life-long learning through the development of critical thinking skills and a broad intellectual perspective.

Description of Department

The TAMU Psychology Department is housed in the College of Liberal Arts. The Department has 48 faculty, 11 support staff, and an annual budget of >$4 million. Departmental researchers generate approximately $2 million annually in sponsored projects/contracts. The Department regularly serves between 1200-1300 majors, about 800 minors, and approximately 80 doctoral students enrolled across six Doctoral programs (Clinical, Cognitive, Developmental, Industrial/Organizational, Neuroscience, Social). The Psychology Department has the largest number of majors and generates the largest amount of extramural funding of all Departments in the College of Liberal Arts.

Description of Strategic Planning Process

During Fall 2014, faculty voted to undergo a department-wide strategic planning process. An external consultant was recruited to facilitate this process. Fourteen representatives attended a workshop conducted by the facilitator. These representatives included faculty at each rank (assistant, associate, full), in each area (behavioral and cellular neuroscience, clinical, cognitive, industrial/organizational, social), and in each research concentration (affective science, diversity science, fMRI, personality processes), as well as representatives of graduate student interests, administrative interests, staff and business interests, and undergraduate student interests. This group generated goals, strategies, and tactics for the department and offered initial priority ratings of these for each of the department stakeholders. The information generated by the group was collated and all faculty in the department completed a survey in which they gave priority ratings for the different goals and strategies. The facilitators and administration used these ratings to identify goals/strategies that were considered important to the future of the department and developed measurable outcomes associated with each, in alignment with college and university strategic plans. Faculty and staff provided additional suggestions to refine the tactics and measurable outcomes.
Summary of Goals

1. Generate research that impacts the discipline and community
2. Enhance the visibility and clarify the impact of Faculty’s work on the discipline, University, and State of Texas
3. Promote a scientific understanding of human behavior through a rigorous program of undergraduate education that provides students with skills relevant to the needs of today’s employers and enables undergraduates to achieve their goals
4. Develop and promote a leading doctoral graduate program, based on significant scholarly contributions to the discipline
5. Implement practices and policies that provide an inclusive workplace and learning environment
Strategies for Accomplishing Goal #1
Generate research that impacts the discipline and community

**Strategy 1. Recruit, retain, and develop top scientific minds**

a. Recruit and retain tenure-track faculty who build on existing departmental strengths and have fundable research programs

b. Promote faculty research programs through investment of resources in research groups organized around core strengths (i.e., areas targeted for development & growth by faculty consensus) with a history of productivity or high potential for future intellectual impact

c. Provide support for faculty to develop skills and resources needed for engagement in the field

d. Implement formal mentoring programs for faculty and consider mentoring as important service

e. Foster an exciting intellectual environment by providing opportunities for dialogue, engagement, and collaborations

See also Measurable Outcomes under Strategy 2

Measurable Outcome: in the three years following department investment, supported faculty demonstrate a 20% increase in publications and/or grant applications over the previous 3 years

Measurable Outcome: 40% of full rank faculty participate in department mentoring activities

**Strategy 2. Increase frequency and impact of publications**

a. Tie resource allocation and workload to number and quality of publications

b. Evaluate the impact of work in promotion and tenure decisions

c. Develop and enhance department infrastructure so faculty can focus their time on being research productive (e.g., hire additional staff and provide training as needed to ensure quality research administration; streamline administrative procedures; use technology to reduce administrative burdens)

Measurable Outcome: Department in the Top 10 of AAU Land-Grant Institutions in terms of journal publications and citations per faculty member by 2020

Measurable Outcome: 75% of T/TT faculty cited by experts in the field on average more than 30 times/year

**Strategy 3. Increase extramural research funding**

a. Strategically invest in research programs based on potential return on investment

b. Secure and distribute funds to conduct required pilot investigations

c. Create incentives for resubmission of competitively scored grants

d. Invest in development and training resources to support faculty grant-writing

e. Identify and disseminate mechanisms for state funding, small grant funding, and exploratory grant funding, and encourage applications to these opportunities

Measurable Outcome: 90% of T/TT faculty submit an application for extramural research support in the past three years

Measurable Outcome: Research expenditures per T/TT faculty that are at the 70th percentile based on Academic Analytics data (in 2015, $167,239)
Strategies for Accomplishing Goal #2
Enhance the visibility and clarify the impact of Faculty’s work on the discipline, University, and State of Texas

Strategy 1. Proactively publicize and promote Departmental research, teaching, and service activities to relevant general and technical media
a. Build an online presence reflective of the department’s dynamic research and educational programs
b. Engage academically-oriented social media
c. Regularly engage university-level media specialists to provide support to faculty in disseminating work
d. Develop connections with department alumni and produce a department newsletter that goes out to alumni every year
e. Develop connections with community through outreach opportunities

Measurable Outcome: 25% of T/TT faculty have their research covered in regional, national, or international media outlets per year
Measurable Outcome: 50% of graduating psychology majors recruited into the alumni system and receive the yearly newsletter
Measurable Outcome: Established system for alumni donations with yearly increases in donations

Strategy 2. Seek and obtain professional recognition and/or awards, including election to editorial boards and grant review panels
a. Develop a mechanism to position faculty for awards, and to identify and nominate faculty for awards and prizes
b. Consider recognitions and awards in promotion and tenure decisions and the distribution of resources within the department
c. Develop a mechanism to position faculty for invitations to prestigious editorial boards and grant review panels

Measurable Outcome: T/TT faculty receive an average of .40 professional recognitions or awards (e.g., fellow status) per faculty member in a 5 year span
Measurable Outcome: 50% of T/TT faculty serve on journal editorial boards (with 5-year IFs over 2) and/or grant review panels in a 5 year span

Strategy 3. Actively participate in College, University, and discipline governance/leadership
a. Consider governance and leadership roles in promotion and tenure decisions and the distribution of resources within the department
b. Develop a mechanism to identify, promote, and train people to serve in key leadership positions across the university

Measurable Outcome: 70% of faculty serve in College or University committee or in leadership roles in professional organizations in a 5 year span
Measurable Outcome: Departmental representative on each major university committee or group within a 5 year span
Strategies for Accomplishing Goal #3

Promote scientific understanding of behavior through a rigorous program of undergraduate education that provides students with skills relevant to today’s employers and enables undergraduates to achieve their goals

**Strategy 1. Deliver high-quality undergraduate education that is modern and end-focused**

a. Develop online or hybrid courses, based on department needs and faculty training and interest
b. Develop courses and curricular tracks that include skill-focused knowledge and experiences
c. Provide resources for course development relevant to study abroad opportunities for undergraduates, with a focus on globalization
d. Provide resources to support and recognition for faculty-student interactions that promote mentoring and skills training
e. Recognize and promote pedagogical innovations and strong teachers who are responsive to students

Measurable Outcome: 90% of faculty consistently receive 4 out 5 or better ratings by students
Measurable Outcome: 90% of faculty actively mentor undergraduate researchers and facilitate honors research and independent study students
Measurable Outcome: 70% of undergraduates complete at least one high-impact learning experience, including research study, independent study, or study abroad opportunities

**Strategy 2. Develop innovative methods to enhance the advising of large numbers of undergraduate students given limited advising resources**

a. Support creative solutions to advising issues and provide resources for their implementation
b. Support the professional development of advisors, including training in best practices for advising in higher education
c. Promote mechanisms to offer advice about career and post-secondary educational opportunities to undergraduates

Measurable Outcome: 80% of undergraduates report satisfaction with their advising experiences upon graduation
Measurable Outcome: 70% of full-time freshman undergraduates complete their degree within four years, 80% in five years

**Strategy 3. Place graduates in relevant and prestigious jobs and programs**

a. Establish an advisory council made up of alumni and members representative of the diverse group of employers who hire psychology majors
b. Identify those skills most desired by employers and build upon those aspects of the undergraduate curriculum
c. Build upon the existing curriculum to develop courses and structures that prepare students interested in graduate school
d. Generate internship opportunities for undergraduates that match their professional aspirations

Measurable Outcome: 30% of undergraduates placed in a graduate or professional program at graduation
Measurable Outcome: 85% of those undergraduates not interested in graduate training report that they have obtained employment by graduation
Strategies for Accomplishing Goal #4
Develop and promote a leading doctoral graduate program, based on significant scholarly contributions to the discipline

**Strategy 1. Generate high quality and impactful research**

a. Prioritize research productivity in allocations of department funding to graduate students
b. Consider publication with students and placement of students in academic jobs in resource allocation to faculty
c. Provide support for graduate student applications for research grants and fellowships (e.g., NSF, NIH, Fulbright)

Measurable Outcome: 80% of T/TT faculty publish with graduate students in a 3 year span
Measurable Outcome: 50% of graduate students apply for research support and fellowships in a 3 year span

**Strategy 2. Attract more, high quality graduate students**

a. Increase the number and amount of stipends to levels consistent with the top 10 AAU Land Grant Psychology Departments
b. Identify and reduce barriers to recruitment and retention of quality graduate students
c. Enhance department-level and area-specific recruiting efforts
d. Facilitate the transition of international students to the department

Measurable Outcome: The number of admitted graduate students is at least 18 per year
Measurable Outcome: 10% increase in GRE and GPA scores across areas by 2020

**Strategy 3. Place graduate students in prestigious jobs**

a. Ensure that all Departmental doctoral programs have forward thinking, structured graduate curricula designed to make students competitive for prestigious jobs in their areas
b. Provide support for graduate students in learning pedagogical and presentation skills in order to make teaching more efficient and effective
c. Support workshops designed to enhance productivity (e.g., grant writing, writing) and prepare for the job market (e.g., vita preparation)
e. Develop clear standards for students to remain in good standing in the graduate program

Measurable Outcome: 65% of graduate students placed in academic postdoctoral or faculty positions upon graduation
Measurable Outcome: Of those students not placed in academic positions, 90% place in private or public sector jobs or internships in their area within 6 months of graduation
Strategies for Accomplishing Goal #5
Implement practices and policies that provide an inclusive workplace and learning environment

**Strategy 1. Create a culture in which faculty act for the greater good of the Department**

a. Engage full-rank faculty to lead department initiatives to attain strategic objectives
b. Consider quality departmental service in evaluations
c. Involve associate/assistant T/TT faculty in department committees and initiatives
d. Encourage more positive faculty-staff interactions and a culture of mutual respect and assistance

Measurable Outcome: 40% of full-rank faculty lead department committees or initiatives related to strategic objectives

Measurable Outcome: 80% of assistant/associate T/TT faculty participate in department committees or initiatives

**Strategy 2. Maintain strong, transparent Departmental leadership with active faculty and staff engagement**

a. Engage a committee to annually evaluate progress toward the strategic objectives, provide suggestions for further development, and report to the department
b. Engage faculty committees in standardizing and disseminating policies that impact the department (consistent with university/college policies)
c. Develop agendas for all department committees at the start of each semester
d. Create a feedback mechanism for the department head to be able to evaluate performance
e. Include staff members on committees and in meetings that are relevant to their job positions or interests

Measurable Outcome: The department budget and policies align with strategic objectives, in that discretionary funds and resources are provided to faculty and initiatives that support department objectives

Measurable Outcome: Staff are represented on committees

**Strategy 3. Foster a workplace and learning environment that supports and encourages diversity**

a. Develop department programs/policies that enhance recruitment and retention of faculty and graduate students from underrepresented backgrounds
b. Develop administrative and advising practices that enhance recruitment and retention of undergraduate psychology majors from underrepresented backgrounds
c. Develop a mechanism to train and retain quality staff in department positions, and to foster a supportive working environment
d. Develop guidelines for and support for academic professional faculty

Measurable Outcome: 100% of faculty receive high-quality mentoring throughout the Promotion & Tenure process

Measurable Outcome: 80% of faculty, graduate students, postdoctoral researchers, and staff report satisfaction with the department climate and support

Measurable Outcome: 50% of psychology major applicants from underrepresented backgrounds enter the undergraduate program

Measurable Outcome: 90% of staff who desire job-relevant training are able to complete this training
Appendix B: Department bylaws
**Membership**

1) The faculty of the Psychology Department will include those individuals meeting the Dean of Faculties definition of “faculty” in the “Guideline to Faculty Titles document (http://dof.tamu.edu/sites/default/files/hiring/Guideline_Faculty_Titles.pdf) and who have a primary or joint appointment in Psychology.

2) Psychology Faculty who are Members of the Graduate Faculty (see OGAPS document on Graduate Faculty Membership: http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Forms%20and%20Information/Graduate-Committee-Faculty-Membership-Guidelines.pdf) and whose primary appointment (at least 50%) is within the Psychology Department, have the right to vote on department issues, excluding decisions for promotion and tenure for tenure track faculty, which is described in section VII.A.

3) Non-tenure-track faculty who wish to become Graduate Faculty must be approved by a two-thirds majority of the voting faculty and the College of Liberal Arts, and the appropriate paperwork must be submitted by the Department Head according to OGAPS procedures (http://ogaps.tamu.edu/OGAPS/media/media-library/documents/Forms%20and%20Information/Graduate_Faculty_Membership.pdf).

**Departmental Meetings**

1) The parliamentary authority for all meetings in the Department of Psychology will be Robert’s Rule of Order, Newly Revised.

2) After consulting with the Advisory Committee, the Department Head will identify regularly scheduled times for AC meetings, faculty meetings, and a regular colloquium series. Special faculty meetings may be called by the Head or upon petition to the Head of 20 percent of the voting faculty in residence.

3) The departmental faculty will meet at least twice per semester to receive committee reports, to discuss departmental affairs, and to advise the Department Head in areas of faculty and departmental concerns.

4) Faculty meetings will be open to all faculty and duly elected representatives of the graduate students. The Head, or a designated substitute, will chair the meetings. A quorum for departmental meetings is defined as the presence of at least two-thirds of the voting faculty in residence for the semester during which a meeting is called. Unless defined differently in specific sections of these Bylaws, options or decisions that require a vote must be approved by at least two-thirds of the voting eligible faculty in attendance at the faculty meeting.

5) Unless otherwise noted in the bylaws, all votes for non P&T-related issues will be held during faculty meeting. Faculty members who are absent from a meeting in which a vote is held must request an absentee ballot from the Department Head prior to the scheduled meeting, and return the completed ballot within 24 hours of the faculty meeting for the vote to be counted. Votes in Faculty meetings can take place via paper/electronic ballot votes. Should one or more faculty request a delay in the vote, the vote will be delayed by 24 hours and completed ballots will be returned to the Department Head by that time.

6) The Head shall announce the meeting in a timely fashion, with a written request for any items to be put on the agenda. The written agenda will be distributed electronically to faculty members 24 hours before the meeting.
7) Summary minutes of all faculty meetings will be distributed to the faculty and will be kept as a permanent record in the department office. Actions on specific students, faculty, or other personnel matters will be confidential and will not be included in the summary minutes.

Organization of the Department

1) The Department of Psychology will be organized into Areas. Each area will represent a coherent specialization within psychology, including a defined graduate training program in that area of specialization leading to the Ph.D. degree in Psychology. Faculty members may join the areas of their choice, pending acceptance by the majority of faculty in each area and approval by the Head. A faculty member with a zero-time appointment (e.g., adjunct faculty), joint appointment faculty whose primary appointment is in another department, or faculty with less than half-time appointments may be an affiliate of one or more areas, but will have no vote within the area.

2) The Psychology Department areas in existence at the time of approval of these Bylaws are as follows:
   i) Behavioral and Cellular Neuroscience
   ii) Clinical Psychology
   iii) Cognition and Cognitive Neuroscience
   iv) Industrial-Organizational Psychology
   v) Social and Personality Psychology

3) Any change to the names of these areas would have to be put forward as a motion to change the bylaws and would need to be approved by a 2/3 majority of voting faculty.

4) Because of the American Psychological Association’s criteria for accreditation of doctoral programs in clinical psychology, a Clinical Training Faculty shall be established within the Clinical Psychology Area. This Clinical Training Faculty shall consist of those members of the area whose training is in clinical psychology or related behavioral health field and/or whose primary professional interests are involved in teaching core clinical courses and conducting supervision in the Psychology Department Clinic. This subgroup of the Area shall have principal administrative responsibilities for the doctoral program in clinical psychology, including matters of student admission, continuance, and evaluation; curriculum; and practicum assignment, subject to qualifications that may be expressed elsewhere in these Bylaws.

5) Each area subsumes a field of research and teaching specialization within psychology.

Each area represents:
- an educational unit, which is responsible for organizing and delivering graduate programs in its area of specialization. All area curricular actions are subject to review and require approval by the Department working through various departmental committees:
- an administrative unit, in which faculty of each area are responsible for planning and conducting a variety of administrative functions – graduate admission recommendations to the Graduate Studies Committee, graduate student education, graduate student advising, graduate student placement, program training grants, specialized facilities (e.g., the Psychology Clinic, animal care facilities); and
- a representative unit, in which each area elects a representative to standing departmental committees.

The faculty of each area does the following:
- Elects a representative to certain departmental committees, as described below.
- Elects an Area Coordinator
Develops and conducts graduate education programs and collectively manages student evaluations and placements under the authority of the Graduate Studies Committee and Psychology faculty.
Develops and conducts undergraduate courses appropriate to its area of specialization under the authority of the Undergraduate Studies Committee and the Psychology faculty.
Develops and conducts research programs appropriate to its area of specialization.
Manages specialized programs and facilities within its area of specialization. Each area is free to set its own operating procedures for elections.

6) If a group of faculty wishes to institute a new area, they must present a petition to the full faculty, signed by the requisite three members of the proposed area. This petition should include a statement of the purpose of the area, a full description of its proposed Ph.D. program of specialty, and the employment prospects for graduates of such a program. The establishment of a new area requires a two-thirds majority vote of the full voting faculty, contingent upon final approval by the Department Head.

7) Three voting members are necessary for an area to be considered active, and warranting formal representation on various Departmental Committees. Areas with fewer than three voting members will lose formal representation on Departmental Committees until the area returns to a membership of three. Should an area have a faculty size below three voting members for three consecutive years, the Department Head must call a faculty vote on the continuation of the area. A vote must be held every three years until the faculty size for that area increases to at least three. A two-thirds majority vote is required to discontinue the area, contingent upon final approval by the Department Head.

Administrative Positions in the Department

1) Head.
   a) The Head is the administrative and executive officer of the department and its spokesperson to the University administration and communities outside the University.
      (1) Term of Office. The term of office of the Head shall normally be four years. The term is renewable, but is normally limited to 2 terms.
      (2) Procedures for Selection and Review of the Head. When the Head needs to be replaced (either at the end of a normal term or for any other reason), and for midterm review of the Head, the Department will follow the guidelines outlined in the University Rules statement entitled “Faculty Participation in the Selection, Evaluation, and Retention of Department Heads” (University Rule # 12.99.99.M6; http://rules.tamu.edu/PDFs/12.99.99.M5.pdf).
      (3) Duties of the Head. The Head, through direct action or delegation and in consultation with appropriate departmental committees:
         (i) formulates and implements policies of the department;
         (ii) consults at least once per semester with all departmental committee chairs and area coordinators;
         (iii) presides at departmental faculty meetings;
         (iv) formulates and manages the departmental budget;
         (v) manages office operations;
         (vi) hires and evaluates office staff;
         (vii) evaluates faculty (in accordance with procedures specified in the sections dealing with the Promotion and Tenure Committee and the Evaluation Committee; see below)
(viii) encourages faculty development;
(ix) assigns teaching loads and schedules;
(x) carries on departmental correspondence;
(xi) resolves student complaints and other potential conflicts;
(xii) receives advice from individual faculty members, from committees, and from the faculty as a whole;
(xiii) identifies individual faculty members to oversee the following operations/tasks: the Psychology Human Participant Pool, the Department colloquium series, faculty and staff awards, and the Department website.

(4) Authority of the Head.

(i) The Head makes appointments to fill terms on committees and to assist in the daily operation of the department.

(ii) It is expected that the Head will usually support the decisions of committees and the faculty. If the Head is unable to support a recommendation made through usual procedures, he or she should, within a month, provide an explanation to the faculty or to the appropriate committee. In cases of disagreement, the Head should include relevant votes of committees or the Department as a whole when reporting to the College and the University.

(iii) The Head, serving as principal financial officer of the Department, shall supervise receipt and expenditure of all monies;

(iv) in conjunction with the Associate Head, prepare an annual operating budget and previous year-end financial report. These documents shall be presented to the faculty as early in the academic year as circumstances permit;

(v) in conjunction and close collaboration with the Chair of the AC, provide an annual state of the Department report to the faculty, during the last faculty meeting of the spring semester. This report should include a summary of: the budget, activities performed by the committees and positions appointed by the Head, negotiations with the upper administration, and progress towards long-term goals. To allow ample time for discussion, this meeting should be scheduled for an extended time slot (e.g., an afternoon) during a day (e.g., a designated reading day) that minimizes conflicts with other scheduled events.

(vi) The Head, in conjunction with the Dean, appropriate departmental committees and the Advisory Committee, shall supervise and coordinate the recruiting of new faculty members.

(vii) The Head, in consultation with the Evaluation Committee, shall make recommendations for faculty salary increases to the Dean of the College of Liberal Arts.

(viii) The Head shall be responsible for initiating meetings of the Promotion and Tenure Committee in order to ensure timely recommendations for promotion and tenure decisions in the Department and at the College level.

(5) Timetables for Appointments:

(i) Evaluation Committee: In years when a member of the Evaluation Committee must be replaced, the Head should seek nominations and circulate a ballot in April (prior to the end of the spring semester).

(ii) Area Representatives for Standing Committees. During the first week of the fall semester, each Area should provide the Head with a list of their representatives for each of the departmental committees that require area representation.
(iii) Administrative Leadership. The Associate Head, Associate Head for Graduate Studies, Associate Head for Undergraduate Studies, Director of the Psychology Clinic, and Area Coordinators should be in place at the start of each academic year. Additional administrative appointments can be developed by the Head based on department need, in consultation with the Advisory Committee.

(iv) Appointing Leadership for New Head. For a newly appointed Head, the process of nominating and confirming an Associate Head should be completed within the first month of the Head’s appointment. The Director of the Psychology Clinic, the Associate Head for Graduate Studies, and Associate Head for Undergraduate Studies should normally continue to serve until the end of their terms/contracts, whereupon the new Head should review their appointments.

2) Associate Head
   a) The Associate Head is nominated by the Department Head in consultation with the Advisory Committee and confirmed by the faculty.
   b) The term of office of the Associate Head shall be two years, renewable through re-nomination by the Head and with faculty confirmation. The Associate Head is always coterminous with the resignation or departure of the Head. A new Head may request that the current Associate Head remain in that position through the first year for transition purposes. The faculty must confirm this one-year appointment.
   c) The duties of the Associate Head include:
      i) Serving in the capacity of the Department Head whenever the Head is unavailable.
      ii) Serving as a non-voting member of the Advisory Committee.
      iii) Maintaining records of faculty meetings and committee activities.
      iv) Coordinating (with the staff) the electronic distribution of information about Department issues.
      v) Assist Head in completion of Campus Reports
      vi) Assist Head in Faculty management (e.g., hiring of instructors, monitoring teaching loads)
      vii) Ensure faculty and course instructor compliance with State and University regulations on instruction
      viii) Leading efforts to ensure faculty development.

3) Area Coordinators:
   a) Are elected by faculty within each area to 2-year terms, normally limited to 4 consecutive terms.
   b) Chair the meetings of their areas, and set meeting agendas. In addition to any regular area-centric educational program meetings, the Area Coordinator will hold at least one meeting per semester with Area faculty to discuss program status/planning and issues of graduate education.
   c) Must facilitate the election of at least one graduate student representative in the area to attend the meetings.
   d) Serve on the Advisory Committee
   e) Are responsible for the administrative and educational functions of the area.
   f) Are responsible for providing course plans to the Head office for faculty in their areas.
   g) Will meet annually with the Department Head to discuss Area status, accomplishments, and future plans.

4) Associate Head for Graduate Studies
   a) Is nominated by the Head, in consultation with the Advisory Committee and confirmed by the faculty, for an initial term of 3 years. The normal term limit is 2 consecutive terms.
   b) Must be a Member of the Graduate Faculty
   c) Must be a tenured faculty member
d) The primary duties of the Associate Head for Graduate Studies include:
   i) Serving as a non-voting member of the Advisory Committee.
   ii) Chairing the Graduate Studies Committee and responsibility for the administration of its functions.
   iii) Overseeing graduate admissions process.

5) Associate Head for Undergraduate Studies
a) Is nominated by the Head, in consultation with the Advisory Committee and confirmed by the faculty, for an initial term of 3 years. The normal term limit is 2 consecutive terms.
b) Chairs the Undergraduate Studies Committee and is responsible for the administration of its functions.
c) Must be a tenured faculty member.
d) The primary duties of the Associate Head for Undergraduate Studies include:
   i) Serving as a non-voting member of the Advisory Committee.
   ii) Chairing the Undergraduate Studies Committee and responsibility for the administration of its functions.
   iii) Supervising the Advising Office and its functions.

6) Director of the Psychology Clinic
a) Must be a licensed or provisionally licensed Psychologist in the State of Texas.
b) Chairs the Clinic Coordination Committee.
c) Is responsible for all administrative duties in the Psychology Clinic, including implementation of policy and supervision of Clinic assistants, the Clinic secretary, and the Clinic budget.
d) The Director of the Psychology Clinic will be appointed by the Head using standard faculty hiring procedures in which the Head receives a hiring recommendation from the search committee and the faculty at large. The position is either tenure-track or a non-tenure three-year appointment. In the circumstance of a three-year appointment, the Head, in consultation with the clinical faculty and the Advisory Committee, will renew the position. The Head must give a one-year notice of intent to terminate the appointment.

Committee Structure and Procedures
1) General Procedures
a) Service on standing departmental committees is considered to be part of each faculty member’s duties. All faculty members are welcome, indeed encouraged, to raise issues to be considered by any committee. Meetings of committees will be held only when a quorum (a two-thirds majority of the voting members on each committee) are present. Unless otherwise specified, all committee members serve in a voting capacity. Any committee may elect to hold a closed meeting by a majority (two-thirds) vote of the members present. However, all decisions made and all votes taken by any committee will be communicated through appropriate channels to the Head and to the faculty as a whole.
b) Except as otherwise noted, the agendas for all meetings will be determined by the committee chairs in consultation with committee members.
c) Except as otherwise noted, all committees will establish their own procedures, provided that the following conditions are met:
   i) Members of the department who are concerned with a given matter should be given an opportunity to present their views;
   ii) Any faculty or staff member of the Department may make proposals to the committee in writing. Such proposals will normally be given consideration within 45 days;
iii) Each committee will establish procedures for receiving and considering proposals from undergraduate and graduate students, as appropriate;

iv) Each committee will maintain a record of its significant policy actions in the form of minutes. When committee actions may be of general faculty/student interest, the committee is encouraged to prepare a summary of those actions for distribution to the faculty;

v) Some committees include student representation. During discussions involving the evaluation of particular students or faculty members, the student representatives will be excused.

vi) Depending on the type of committee, committee chairs will be either appointed by the Head or elected at the first annual meeting of the committee (or when a new chair needs to be elected). Chairs will normally serve a 1-year term and usually no more than 2 consecutive terms. If a committee believes that its Chair has become ineffective, the committee can vote or recommend to replace the Chair. During the appointment or election of new committee chairs, the past-chair will serve as the committee chair and will take responsibility for communicating with the Head and initiating the first committee meeting.

vii) Every committee should meet at least once per year.

2) Specific Guidelines
   a) To assure that no individual has disproportionate influence, and to help assure that department duties are equitably distributed, no individual can concurrently chair more than one of the following committees: Advisory, Promotion and Tenure, Graduate Studies, Evaluation, or Diversity. In cases where a conflict arises, the individual must either decline the new appointment or resign from the conflicting appointment. Neither the Head nor the Associate Head can chair any of these committees.
   
   b) It is expected that the Head will normally follow committee and faculty recommendations. In cases where the Head departs from recommendations, the faculty and the relevant committee shall be orally informed of the reasons for the decision within a month.
   
   c) During the first week of the fall term, the Head will request the names of area representatives for each area-elected committee. If an Area declines to have a representative on a committee or does not submit a name for a committee within 3 weeks, the area will have a representative appointed by the Department Head. Area Coordinators are responsible for requesting nominations and confirmations of representatives for each area.
   
   d) Area Coordinators must be elected (or reelected) by the area through ballot. Area Coordinators will continue to serve until a new Coordinator is elected. If an Area Coordinator reaches the end of his/her 2-year term and an election or reelection is not held by the end of the first week of the fall semester, the Department Head shall appoint an interim Area Coordinator until the area votes on a permanent coordinator.
   
   e) The Head will conduct an election for the Evaluation Committee in April (prior to the end of the spring semester). A list of potential nominees will be distributed to the faculty, who will indicate their top 3 choices for each position. The 3 nominees who receive the most votes for each position will be placed on a ballot for that position. Each elected member will serve for 3 years, with the first term beginning at the start of the following fall semester. The results of votes conducted by ballot shall be counted by the Head and 2 members of the AC, and made available to the entire faculty.

**Advisory Committee**

1) Membership and Operation
a) The AC shall be composed of the area coordinators, the Associate Head for Graduate Studies, the Associate Head for Undergraduate Studies, the Chair of the Diversity Committee, the Associate Head, and the Department Head. Only those faculty serving as area coordinators will have a vote on the AC. The chair of the AC shall be a voting member of the AC who is elected by the Advisory Committee for a term of 2 years, which shall be reconfirmed by the AC in the second year and normally limited to 2 consecutive terms. If, at any point, the AC believes that the chair has become ineffective, it can vote to replace the chair. A two-thirds majority vote is required for removal.

b) The AC will establish a regular time for meetings. The agenda for these meetings will be set by the Head (in consultation with the AC Chair and other members of the AC), and will be posted in a timely fashion. It is expected that AC meetings usually will occur at least once per month. Additional meetings may be requested by the Head or any member of the AC. For voting purposes, 4 or more members constitute a quorum for the AC.

2) Functions

a) The purpose of the AC is to advise the head and serve as his or her resource for long-range planning and policy issues. The AC will represent the department as a whole, keeping the Head aware of both current problems confronting the faculty as well as articulating directions for future department development. Although the AC’s decisions are not binding, the Head will consult with the AC when appropriate, and any decision taken by the Head against the advice of a majority of the AC will be reported to the committee within a month of the decision. The Head is expected to provide an oral explanation of the reasons for the decision.

b) The AC offers advice regarding:

i) Budget items;
ii) Policies on allocations/funding of graduate student slots;
iii) Justification of new faculty positions;
iv) Creation of new areas;
v) Improving instruction;
vi) Encouraging research;
vii) All committee actions that have major policy implications;
viii) New acquisitions, including space and equipment;
ix) Allocations of departmental space;
x) Maintenance of departmental property;
xii) Information, plans, or initiatives relevant to the Department/College/University’s long-term strategic goals/objectives.

3) Duties

a) The Head shall normally seek the advice of the AC before enacting any major changes in the budget, organization, or policy within the department, and prior to the open discussion of these matters at faculty meetings. After appropriate discussion, a motion for a vote can be requested by the Head, the Chair of the AC, or any 2 members of the AC. It is expected that most votes will be conducted publicly. If a ballot is requested, the motion must be approved by a majority (two-thirds) of the voting members of the AC. For votes conducted by ballot, the votes shall be counted by 2 elected members of the AC. The results of all votes shall be made available to the members of the AC.
Promotion and Tenure Committee

1) All actions of the Promotion and Tenure Committee shall be governed by the University Rules statement entitled “University Statement on Academic Freedom, Responsibility, Tenure, and Promotion” (University Rule # 12.01.99.M2) and the most recent Promotion and Tenure guidelines from the Office of the Dean of Faculties (http://dof.tamu.edu/dof/media/PITO-DOF/Documents/Guidelines/promotion_and_tenure/tamu_pt_guidelines_1.pdf) and for the College of Liberal Arts. Cases of promotion for non-tenure track faculty will be guided by the Office of the Dean of Faculties (http://dof.tamu.edu/dof/media/PITO-DOF/Documents/Guidelines/promotion_and_tenure/tamu_pt_guidelines_1.pdf) and the College of Liberal Arts guidelines (https://liberalarts.tamu.edu/wp-content/uploads/2016/03/FacultyAcademicProfessionalTrackGuidelines.pdf).

2) Membership and Operation. The policies specified in University Rule #12.01.99.M2 and in the most recent Promotion and Tenure guidelines of the College of Liberal Arts will be implemented in the Department as described below. Both of these policies state specific procedures for the evaluation of joint appointments, which will be implemented in the Department. For consideration of promotion to the rank of Associate Professor with tenure, the Promotion and Tenure Committee shall be composed of all tenured faculty holding the rank of either Associate Professor or Professor. For consideration of promotion to the rank of Professor (within the tenure track), the committee shall be composed of tenured faculty holding the rank of Professor. For promotion of faculty with Instructional, Research, or Clinical appointments, the P&T Committee shall be composed of all faculty listed in VII.A as eligible to vote for promotion and tenure, plus all Instructional, Research, or Clinical appointments with Associate or Full titles (in the cases of promotion to Associate) or Full titles (in the cases of promotion to Full).

3) For promotion of faculty with a lecturer appointment, the P&T Committee shall be composed of all faculty listed in VII.A as eligible to vote for promotion and tenure, plus all Instructional, Research, or Clinical appointments with Associate or Full titles and all faculty with senior lecturer titles (only in cases of appointment to a senior lecturer position).

4) Individuals who are eligible to vote on Promotion and Tenure matters may vote absentee if they are out of town and unable to vote in person. Votes may be cast by telephone, fax, or email. Absentee votes should be provided to the Chair of the P&T Committee.

5) The chair of the P&T Committee shall be appointed by the Head. Typically, a person should serve as Chair of the P&T Committee no more than once every five years.

6) In consultation with the Chair of the P&T Committee, the Head shall appoint P&T committee members to each evaluation subcommittee. There will be one evaluation subcommittee for each candidate being considered by the committee. Different subcommittee members will evaluate each candidate’s research, teaching, and service.

7) The Chair of the P&T Committee shall request from the Head any information contained in hiring or appointment documents that modify the expectations for a faculty member. These expectations will be conveyed by the Chair of the P&T Committee to the Committee at the time that a subcommittee is designated.

   a) Duties: The P&T Committee has five primary responsibilities; annual reviews of tenure-track faculty; third-year reviews of tenure-track faculty; reviews of candidates for promotion and tenure; reviews of academic professional track faculty (APTF) for promotion; periodic peer reviews of tenured faculty.

   i) Annual reviews of Tenure-Track Faculty

      (1) The candidate shall provide a vita, a description of job performance, and other information the candidate would like to have considered. For tenure-track faculty, the
description will include information about the research program, information on teaching responsibilities (including teaching evaluations), and information on service.

(2) The P&T committee shall meet as a whole and prepare a summary report, including a recommendation for further action and suggestions for continued progress, which shall be forwarded to the Head. Following College rules, the committee will conduct two votes on the candidate. The first vote will indicate whether or not the candidate is making satisfactory progress toward promotion. The second vote will recommend for or against reappointment of the candidate. The department Head’s annual evaluation of the candidate shall report the results of both votes and whether or not the Head concurs with each one.

(3) In his/her report, the Head shall convey the committee's report and votes as well as his/her own evaluation to the candidate in writing and shall also meet with the candidate to discuss the report and his/her own suggestions for progress.

ii) Third-year reviews

(1) The third-year review will assess the progress of the candidate toward receiving tenure. The committee shall provide an in-depth review of the candidate’s progress toward tenure, using the same criteria as shall be applied for the awarding of tenure. The committee's report shall include recommendations for action and suggestions for progress and, if necessary, areas of required improvement.

(2) As specified in University and College guidelines, the candidate shall provide:
   (a) a vita and copies of recent publications, articles in press or submitted for publication, a description of the research program, and grant proposals or other evidence of scholarly activity.
   (b) a description of teaching responsibilities and accomplishments, including course load, enrollments, syllabi, exams, formal student evaluations, and other relevant material.
   (c) a description of service to the department/university, to the community, and to the profession.
   (d) a 3-page maximum statement of goals in research, teaching, and service addressing the impact of the candidate in all three areas.

(3) As specified in University or College guidelines, the committee shall provide:
   (a) Peer evaluations. The committee shall obtain relevant information from the faculty regarding research, teaching, and service.
   (b) Copies of all annual progress reports and all review letters previously sent to the Dean’s Office.

(4) As specified in University or College guidelines, evaluation subcommittees will then prepare reports of research, teaching, and service. A final summary report will also be prepared that includes a recommendation for continuation or issuance of a terminal contract. That recommendation will be based on a vote of all committee members (by secret ballot) and the results of that vote will be reported in the candidate's summary report. The Head shall convey the results of the committee's report and his/her own report to the candidate in writing in a timely fashion. The Head shall also meet with the candidate to discuss the recommendation of the committee and the Head’s decision.

iii) Promotion and Tenure Reviews for Tenured and Tenure-Track Faculty

(1) The P&T committee is responsible for preparing four documents for each candidate: a summary report, and teaching, research, and service reports. In all cases, research quality and productivity will be the most important criterion for promotion and tenure.
However, in some cases, individuals may be hired to fill special needs. In these cases, criteria specified in the hiring contract can modify the weighting of traditional criteria.

(2) Research. The committee shall consider the following information:
(a) A curriculum vitae. The candidate shall provide copies of his/her curriculum vitae, including current citation impact scores of each journal, and full citations of all publications, divided by refereed vs. non-refereed journals, and identifying co-authors.
(b) Representative research. The candidate shall provide copies of 5 recent representative publications (which may include articles in press). In press is defined as a work that has been officially accepted for publication with no further revisions needed.
(c) Outside letters. The candidate shall provide a list of at least 8 people outside the University who are qualified to evaluate the candidate’s research. The candidate also may provide the names of people not to be solicited. The P&T committee also shall generate a list. The committee shall obtain a minimum of 5 and preferably 7 letters of evaluation, ensuring that the letters are balanced between the candidate’s and department’s lists.
(d) Research statement. As part of the maximum 3-page statement, the candidate shall provide a personal statement summarizing past accomplishments and outlining future research directions and specific goals.
(e) Other information. The candidate should provide other information that he/she believes pertinent (e.g., grant applications and reviews).
(f) For promotion to full professor, the Evaluation Subcommittee shall provide citation figures for all publications included in Science Citation Index and Social Science Citation Index.

(3) Teaching. The candidate shall provide the committee with information regarding course loads, enrollments, syllabi, handouts, exams, and a personal statement of teaching accomplishments and future plans (as part of the maximum 3-page statement). The candidate also shall provide summaries of standard course evaluations, and the committee will verify the evaluation scores and department averages for equivalent courses.

(4) Service. The committee shall consider the following information in several categories: service to the Department and University, to the community, and to the profession.
(a) Department and University. The candidate shall provide a listing of committees served on in the Department and University (including dates of service), as well as other relevant activities.
(b) Community. The candidate shall provide a description of professional community involvement (e.g., speeches to community groups, volunteer consulting to organizations).
(c) Profession. The candidate shall provide a description of professional activities that may include involvement in APA or other national or state professional organizations, journal reviews, or grant reviews.

iv) Promotion Reviews for Academic Professional Track Faculty (APTF)
(1) The P&T committee is responsible for preparing documents for each candidate, consistent with University or College guidelines for promotion within the faculty title. The specific documents that will be prepared vary based on faculty title.
(2) Consistent with College guidelines, the P&T committee shall obtain letters of evaluation from outside the department or university for Instructional appointments and Clinical and Research appointments.

(3) Candidates shall provide information relevant to performance in their faculty title and appointment as specified in their hiring or appointment letters.

(a) In all cases, the candidate shall provide copies of his/her curriculum vitae, including information specific to the APTF title and job duties as specified in hiring or appointment letters.

(b) In faculty appointments where research is expected, candidates should provide, and the committee will consider, information specified.

(c) In faculty appointments where teaching is expected, candidates should provide, and the committee will consider, information specified.

(d) In faculty appointments where service is expected, candidates should provide, and the committee will consider, information specified.

v) Periodic Peer Review for Tenured Faculty

(a) The P&T committee will conduct a peer-review for faculty who have not been reviewed through other means during the previous 6 years (i.e., faculty who have not undergone review as part of promotion or tenure reviews), consistent with SAP 12.06.99.M0.01 [http://rules.tamu.edu/PDFs/12.06.99.M0.01.pdf].

(b) The peer-review committee shall consist of associate and full professors for peer evaluation of faculty at the associate rank; the peer-review committee shall consist of full professors for peer evaluation of faculty at professor rank.

(c) The faculty member undergoing peer review will provide an updated list of accomplishments, to include information about graduate student mentoring and placement, teaching evaluation information, journal 5-year impact factors, and citation figures for all publications. This information will be submitted no later than the start of spring semester during the 6th year since last evaluation.

(d) The peer-review committee will evaluate the submitted materials and provide a brief summary report that documents performance in research, teaching, and service. The committee will consider the entirety of an individual’s record as well as recent performance (i.e., the last 6 years). For each area of research, teaching, and service the summary report will include a statement evaluating whether the faculty member’s productivity is satisfactory, using the Department’s Evaluation Guidelines. The report of the committee must specifically state the basis for a finding of needs improvement or unsatisfactory in any of the three categories. The Head shall convey the results of the committee’s report in a timely fashion.

Committees

1) Evaluation Committee

a) Membership and Operation. The Evaluation Committee consists of two elected members and one member appointed by the Head, with the appointment being sensitive to diversity in the Department. Only tenured faculty members may serve on this committee. When the term of an elected member nears completion, the Department Head will request nominations and circulate a ballot. The nominees will be rank-ordered by the faculty, and the outcome of the vote will be determined by the hare system. Ballots are sorted by the number 1 ranked choice on each ballot. The nominee receiving the lowest number of votes is declared defeated. If more than
one nominee remains, the ballots from the defeated candidate are transferred to the voter’s next choice and the nominee receiving the lowest number of votes is declared defeated. This process is repeated until there is no next choice. Elections will normally be held in April, and the newly appointed member will take office at the start of the fall term. Members will serve for 3 years, as Chair-Elect (first year), Chair (second year), and Past-Chair (third year). If more than one member of the Committee must be replaced within a year, the Committee shall elect the chair.

b) Functions. The Evaluation Committee will advise and consult with the Head on the yearly faculty evaluation process. Duties include advising the Head on: (a) how to rate/interpret yearly faculty evaluation materials, (b) how available funds should be distributed among faculty members, (c) equity cases, and (d) special merit cases. Faculty will be evaluated according to the Evaluation Guidelines developed by the Department of Psychology and any modified duties or expectations that were agreed upon in the hiring/appointment documents will be provided to the Evaluation Committee. College and university guidelines on evaluation for joint appointed faculty will be followed. These guidelines should be reviewed by the Evaluation Committee periodically. If the Committee believes they require modification, a recommendation for changes should be made to the faculty. All votes to approve or modify the Evaluation Guidelines must be conducted by ballot and require approval by 2/3 of the voting faculty.

c) Annual Review. The Department's Evaluation Guidelines specify how annual reviews are to be conducted and delineate the role of the Evaluation Committee and the Department Head in assessing a tenured faculty member’s performance each year. Consistent with University guidelines, an evaluation of “unsatisfactory” in any one category of research, teaching, or service or an evaluation of “needs improvement” in any two categories will result in an overall “unsatisfactory” evaluation (Standard Administrative Procedure on Post-Tenure Review; SAP 12.06.99.M1). College and university guidelines on evaluation for joint appointed faculty will be followed. Unsatisfactory evaluations will be reported to the Dean with a written plan for improvement.

2) Diversity Committee

a) Membership and Operation. The Diversity Committee is composed of members from each of the Departmental training areas, appointed by the Head, each of whom serves a three-year term. When appointing committee members, the Head should be sensitive to issues of gender, rank, and area, as well as other aspects of the Department that merit broad representation. The Head will appoint the committee chair. Diversity includes all relevant issues of gender, culture, and ethnicity at all levels.

i) Functions. The committee has the task of recruiting and representing students and faculty from non-traditional populations. Specifically, the committee works with representatives of relevant areas to facilitate recruitment and retention of candidates, and serves as a forum for considering special issues involving the ethnic minority or female members of the Department.

3) Graduate Studies Committee

a) Membership and Operation. The Graduate Studies Committee is composed of the Associate Head for Graduate Studies, who shall serve as the non-voting chair, plus one representative elected by each remaining graduate training area. One additional member will be elected from the ranks of the graduate students. The Associate Head for Graduate Studies shall be appointed by the Head for a term of three years. The other faculty members will serve two-year terms. The student representative will serve a one-year term. All terms are renewable. The GSC shall meet at least once each semester and more often if needed at the discretion of the Associate Head for Graduate Studies. Agendas will be determined by the Associate Head for Graduate
Studies. Agenda items pertaining to evaluation of students will be considered in closed sessions, and graduate student members will be excused from attendance.

b) Functions. The GSC is responsible for advising the Head through the Associate Head for Graduate Studies, on the development and implementation of department-wide graduate training curricula, and for ensuring that areas conduct appropriate and timely yearly evaluations of their graduate students. It has 3 major duties:

i) Curricula. The GSC shall help the department define the core curriculum. Changes in the core curriculum will be considered by

ii) the GSC. Proposals for new courses also will be approved by the GSC.

iii) Evaluation. All graduate students will be formally evaluated by their areas at least once per year. The Clinical Training Faculty shall be responsible for the evaluations of all graduate students in the Clinical Psychology Program. An Area's recommendation that the Department either reward or discipline a student can be reviewed by the GSC, if requested by the student. Evaluations of students may not be initiated by persons outside the student's area, but when the GSC is aware of concerns expressed by persons outside the student's area, it may request that the area consider these concerns and take appropriate action. Students who are discontinued in one graduate program may only remain in the Department if accepted by another graduate program. The GSC will also serve as an appeals board for disputes between students and faculty and for considering all cases of academic dishonesty involving graduate students. Decisions made by the GSC in these matters may be appealed by either party to the Head.

iv) Admissions. The GSC administers the graduate admission process and screens all applicants to all program areas. The applicant pool will be delivered to the relevant area, which will then rank the applicants according to its own selections procedures. No applicant can be admitted for graduate training without the consent of both the area and the GSC. The GSC is responsible for communication with the Office of Graduate and Professional Studies (OGAPS) and the College for selecting nominees for College and University Fellowships, and for determining when and how many offers to applicants can be made. The offers themselves, however, may come from the area. All offers of funding that involve the admissions process are subject to final approval by the Head.

4) Undergraduate Studies Committee

a) Membership and Operation. The USC consists of the Associate Head for Undergraduate Studies, and an appointed (by the Head) representative from each of the Departmental program areas. Appointed members will serve Two year terms. The USC usually shall meet at least once per semester and more often as needed at the discretion of the Chair.

b) Functions. The USC is charged with:

i) developing policies relevant to undergraduate education in the Department.

ii) proposing and approving curriculum changes and academic requirements for undergraduate majors.

iii) Approving new courses for Development

iv) overseeing the implementation of undergraduate program policies.

v) facilitating the nomination of psychology undergraduates for departmental, college, university, and national awards.

vi) provide advice to the Head on undergraduate advising, including new student advising.

Other Committees
1) Membership and Operation
a) All other standing committees will be appointed by the Head. Each committee should meet at least once per year and provide reports of committee actions to the Associate Head, as detailed above.

b) Search Committees.

2) Search committees will normally be composed of at least one representative from at least three of the Department’s areas, at least one junior tenure-track faculty, and a member of the Department’s Diversity Committee (one person may serve multiple roles). Search committees will follow the University Rules for conducting searches (University Rule # 12.99.99M1, titled “Faculty Recruitment Procedures”; see below).

Other Appointed Positions

1) Appointment and Operation

a) Each of the positions described above as appointed by the Head, individuals will serve for one year and can be re-appointed for a second year. After 2 years of service, faculty should not be re-assigned to the same position for at least 2 years. Faculty can be re-assigned if the individual seeks to continue in the position and no other faculty request the appointment.

2) Faculty Development & Awards

a) The Faculty Development and Awards Committee, appointed by the Head and Chaired by the Associate Head, with representation from the various Departmental areas, will be responsible for organizing and sponsoring nominations of faculty and staff for any awards offered within the department, in the college, within the University, or at the regional or national level. The Committee will also oversee the Faculty Mentoring Program and identify strategies to promote faculty development.

3) Psychology Human Participant Pool

a) No research may be conducted in the Department without ensuring that the American Psychological Association's ethical principles for human research guidelines are followed. A faculty member will be appointed to this duty by the Department Head to oversee the operation of the Introductory Psychology Research Participant Pool.

4) Website.

a) The Web Advisor will provide input to the Head and the Department on issues involving the Internet, including new hardware and software developments, new educational and research applications, the Department Website, and other matters.

5) Alumni Relations and Development

a) The Alumni Relations and Development committee is designed to help create a supportive and inviting environment for TAMU Graduate and Undergraduate students as well as to develop strategies for tracking and staying in contact with our Psychology graduates. In addition, the ARDC should work with the College development office on possible development initiatives that affect the Department. The ARDC will consist of three faculty members appointed by the head, the elected chair of Psi Chi, and a representative elected by the Graduate Students. ARDC members should elect a faculty member to chair the body. The ARDC should meet at least twice per semester.

6) Space Committee

a) The Space Committee, appointed by the Head, with representation from the various Departmental areas, will be responsible for conducting periodic review of Departmental space allocation and for planning the space needs/renovations of the Department. At the beginning of each academic year, the Space Committee will elect a chair.
7) Recruitment of Faculty  
    a) According to University rules, the Department must seek permission from the Dean to initiate a job search. Justifications and recommendations for new faculty positions and replacement of departing faculty are provided by the Advisory Committee based on current and projected needs of the various areas within the department, including undergraduate studies and minority concerns. With the advice of the Advisory Committee, the Department Head shall appoint an ad hoc Search Committee for each position. The results of these deliberations will be announced to the faculty at large and may be amended in the light of recommendations by the faculty.

    b) After the search is authorized by the Dean, the responsibilities of the Search Committee will be to prepare the position advertisement, to solicit recommendations from the faculty concerning worthy candidates, to provide access to the candidates' vitae, and to arrange visits and agenda for the candidates. Typically, a minimum of two candidates will be interviewed for each available position. Usually the Head will offer a contract only to those candidates who have been recommended by at least a two-thirds majority vote of the voting faculty. Such votes are to be by secret ballot.

    c) In some cases, appointments can be made on an emergency basis or under circumstances in which the normal procedures (a national search, interviews, a colloquium) are impractical or inappropriate. Under such circumstances, the Advisory Committee shall be consulted prior to considering such an appointment. With the exception of hiring ad-hoc faculty to fill standing course vacancies, both hiring and continuing appointments should be based on a two-thirds majority vote by the voting faculty.

Procedures for the Ratification and Amendment of the Bylaws

1) Ratification.
   a) These bylaws will take effect when they have been ratified by a vote of two-thirds of the voting faculty and are approved by the Dean. The vote, by secret ballot, will be organized by the Head.

2) Amendments
   a) Amendments to these bylaws may be proposed by the Head, Advisory Committee, or by a petition signed by at least 20% of the voting faculty.
   b) The faculty shall vote upon proposed amendments through a ballot conducted only during the Fall or Spring semesters. To be adopted, a proposed amendment must be approved by two-thirds of the voting faculty.

Conflict between the Psychology Department Bylaws and other Regulations

1) Should any part of these Bylaws be in conflict with regulations of the College of Liberal Arts or Texas A&M University, those regulations take precedence over the Psychology Department Bylaws.

2) Nepotism
   i) Faculty must take all precautions to prevent actions that would be considered or perceived to be considered acts of Nepotism according to defined University Policies (http://policies.tamus.edu/33-03.pdf). Cases of potential Nepotism will be dealt with according to published University policies.

3) Ethical Behavior
   (1) Faculty will engage in ethical behavior according to defined System Policies (http://policies.tamus.edu/07-01.pdf)
Appendix C: Guidelines for Promotion and Tenure
Candidates being considered for promotion to the rank of Associate Professor (with tenure) in the Department of Psychology at Texas A&M University are expected to be outstanding scholars, teachers, and academic citizens. Upon appointment to the Department of Psychology, new Assistant Professors will be assigned a two-person faculty mentoring team, each of whom holds the rank of either Associate or Full Professor. Prior to consideration for tenure and promotion, Assistant Professors should work closely with their faculty mentor and the Department Head to ensure that they understand the Departmental expectations for research, teaching, and service. All Assistant Professors are reviewed annually by the Promotion and Tenure Committee, which evaluates the faculty member’s research, teaching, and service contributions during the prior year as well as their overall record to date. The Promotion and Tenure Committee conveys the results of this review to the candidate through a letter and the candidate also receives written/verbal feedback from the Department Head. It is highly recommended that the candidate take this feedback seriously and address any issues or concerns prior to the next annual evaluation. It is also highly recommended that assistant professors speak with their faculty mentors to discuss strategies for maintaining or improving their research, teaching, and/or service record based on the annual review. Specific expectations for research, teaching, and service activity are detailed below. In addition to these expectations, the Department also considers a candidate’s ability to work effectively with colleagues in the department, the College, the University, and in the discipline.

Please note that the list below does not reflect specific requirements for Tenure and Promotion, but only serves as a guideline to developing a successful portfolio. These are recommended guidelines, not fixed criteria.

Research
Candidates are expected to establish an independent, productive, visible research program involving graduate and undergraduate students, and actively seek extramural research funding. Successful candidates for tenure are expected to have contributed to research by:
- Establishing an active research program at TAMU focused on understanding some aspect of behavioral, psychological, or neurobiological function relevant to one or more of the many interest areas of the department and the field of psychological science at large. It is expected both graduate and undergraduate students will be active participants in this research program. Although, candidate should show independence of their primary graduate school research mentor, the development of substantive collaborations with faculty within the department or in other departments and institutions is also encouraged.
- Publishing a programmatic series of papers relevant to the candidate’s research theme. Successful candidates should average 2-3 publications per year (e.g., 10-15) published or in press (within the tenure window) at the time they are reviewed for promotion. Of these, it is expected that candidates publish as a senior author (generally first author, or first faculty author following graduate or undergraduate student authors, or last author as is appropriate in some journals) at least 6 empirical, theoretical, or review papers in which the research, review, or theory development was conducted as an independent principal investigator at TAMU. One hallmark of independence is that the work does not include the graduate or postdoctoral advisor as authors. Another hallmark of independence is evidence of developing papers that evolve in theory, method, or population relative to the graduate advisor (e.g., work with advisor is correlational whereas independent work is interventions) The papers should describe new data, a substantive theoretical advance, or an extensive scholarly review of an area of research related to the candidate’s work.
• Publishing their work in top-tier academic journals in the candidate’s research area or the field at large. There are many factors that influence the quality of various journal outlets and the work published therein. Outstanding academic journals have at least several of the following qualities: indexed in standard databases (e.g., PubMed, PsycINFO); a rigorous peer review process; publish significant work (indexed by citation metrics including 5-year impact factor); led by an internationally recognized editor and editorial board; published by the American Psychological Association or by the American Psychological Society or by equivalently prestigious international associations. Faculty mentors can often provide helpful advice on the appropriate outlets to target for publication. Publications in non-peer reviewed journals, magazines, or newsletters are not considered in the research dossier but might be considered in the teaching or service dossier, depending on their content and audience.

• Presenting at least one scholarly work per year on average at international or national scientific meetings. These presentations can take the form of posters or oral talks presented by the candidate or their students.

• Actively engaging in obtaining extramural research funds. The candidate should submit high quality (as indicated by the P&T review of grant proposals submitted) proposals to a federal agency such as the National Institutes of Health or the National Science Foundation; and/or private foundations such as the Alzheimer’s Association, the Brain & Behavior Research Foundation. The strongest candidates for promotion to Associate Professor with tenure will have secured extramural funding prior to consideration for tenure, in addition to meeting or exceeding expectations in research productivity and manuscript placement.

Teaching
Candidates are expected to be competent instructors on both the undergraduate and graduate levels, and to contribute to the teaching mission of the department by teaching courses important for the undergraduate major and the graduate core requirements. Prior to consideration for tenure, the candidate should have contributed to the teaching mission of the department by:

• Teaching at least one high enrollment course on a regular basis, unless specifically tasked to teach other courses (e.g., graduate statistics sequence) Teaching courses at both the undergraduate and graduate levels, unless specifically tasked to teach other courses (e.g., graduate statistics sequence) Collecting student evaluations at the end of each course; whether conducted online or in class candidates should encourage students to submit course evaluations Having had their teaching evaluated by a committee of 3 tenured faculty before the third year review and again before the tenure materials are produced. This committee will consist of the Undergraduate Committee Chair and two other tenured faculty from the Psychology department (including one from the candidate’s area of research within the department). This committee will also review the candidate’s teaching evaluations in order to provide additional feedback. The committee will then discuss with the candidate any weak elements of his/her teaching and make suggested changes for improvement in their courses and/or teaching style.

• Demonstrating evidence of supportive and effective mentorship to graduate and undergraduate students in their laboratory or on their research team. Graduate students should have proceeded through the department’s graduate program in a timely manner, meeting departmental deadlines for coursework and graduate program requirements (e.g., Master’s proposal, Master’s thesis) and progressing in their professional development (e.g., presenting at national or international conferences, submitting manuscripts).
The principle of shared governance depends on faculty contributing time and effort to the maintenance and development of the university. Although assistant professors’ time should generally be spent on research and teaching, assistant professors are also expected to contribute to the common mission of the Department, although to a lesser extent than tenured colleagues. The candidate is expected to have contributed through service to the department, University, and scientific community in the following ways:

- **Department**
  - The candidate should have served on at least 2 departmental committees. Candidates are expected to attend all meetings of the committee, participate actively in committee discussions, and contribute to committee decisions.
  - The candidate shall contribute significantly to the intellectual and pedagogical life of the department by participating in such departmental activities.
  - It is also suggested that the candidate be involved in organizing colloquia or other department-affiliated seminars to give them a chance to interact with internationally known scholars from other institutions.

- **College/University**
  - Service to or involvement in some College or University level activities prior to consideration for tenure is highly recommended.

- **Scientific community**
  - Candidates should be actively peer-reviewing manuscripts for various journals in their field.
  - Candidates should be members of scientific societies relevant to their work (e.g., Society for Neuroscience, Association for Psychological Science, Association for Behavioral and Cognitive Therapies, American Psychological Association).
  - It is highly recommended that candidates become involved in other service to their field with such activities as grant reviewing, editorial board memberships, advisory boards, or society leadership positions (e.g., secretary or treasurer of a scientific society).
Appendix D: Faculty evaluation guidelines
There are three department-level processes that involve the evaluation of faculty.
1. (a) Annual evaluation and (b) Merit raise allocations
2. Promotion and Tenure evaluations
3. Periodic peer review

This document describes annual evaluations, merit raise allocations, and periodic peer review. (There is a different document describing guidelines for tenure and promotion to Associate Professor).

It is important to note that evaluations involve subjective judgements. Accordingly, the Department entrusts a committee in conjunction with the Department Head to maximize objectivity and ensure evaluations reflect consensus ratings by peers. This document is intended to convey departmental expectations so faculty can allocate their efforts accordingly and to guide those conducting evaluations.

An important and overriding philosophy that the Department of Psychology has adopted when evaluating faculty is the principle of equifinality, which is the notion that satisfactory performance can be achieved by many potential means or paths, as illustrated by the multiple examples provided.

Faculty members are to be evaluated on the quality and scope of their work in fulfillment of the research, teaching, and service missions of Texas A&M University. The field of psychology is broad and changing and some of our work is interdisciplinary. Given that one overarching goal of the university and the department is to become one of the top twenty public universities and psychology departments, respectively, the performance indicators included in this document reflect that goal. These indicators are not intended to be static. This document should be reviewed regularly to ensure that the indicators match current expectations. The number of indicators, the number of accomplishments within an indicator category (e.g., the number of scholarly articles published in leading journals), and the quality of each accomplishment will be considered. The listed indicators are prototypical performance exemplars of strong performance in the specified performance dimension (i.e., research, teaching, and service) and are not intended to be exhaustive. Their order is random. See Appendix for more detailed information on indicators of performance.

I. General Procedure

A. Evaluations are conducted annually and based on accomplishments in the past 3 calendar years. See “clarifications” at the end of this document for additional details.

B. Faculty members are to be evaluated based on the weights assigned to research, teaching, and service. For the majority of tenured and tenure-track faculty, the weights are: 60% research (25% funding; 35% scholarship), 30% teaching, and 10% service. For the annual review and periodic peer review, research will be considered as a compensatory aggregate of funding and scholarship, but will be disaggregated as non-compensatory for merit allocation. Consequently for merit allocations, a weighted combination will be calculated.

C. Academic professional track faculty will typically have different weights that reflect the duties associated with their position. Any modification to typical weights or expectations of faculty that
is agreed upon between the faculty member and the Department Head will be detailed in a memo to the faculty member and this information will be provided to the evaluation committee. In situations where weights are modified in a given category, this memo should identify expectations for satisfactory performance in that category.

D. Annual evaluations and merit allocations will be conducted by the Evaluation Committee and the Department Head. Procedures for election and appointment to the committee are specified in the department's by-laws. Annual evaluation reviews will be completed first, followed by merit evaluation reviews. Each review will include four steps (a) each member of the evaluation committee and the Department Head will independently complete their review, (b) the evaluation committee will meet and reach consensus for each person being reviewed, (c) the committee and Department Head will meet to resolve differences in evaluation, and (d) the Department Head makes final decisions and shares them with the committee. During annual evaluation, the performance of each person reviewed will be categorized as satisfactory, needs improvement, or unsatisfactory on research (broadly defined to include contributions in funding and/or scholarship), teaching, service, and overall. During merit evaluation, the performance of each person reviewed will be categorized as extraordinary, excellent, very good, satisfactory, needs improvement, or unsatisfactory in funding, scholarship, teaching, and service, for the purposes of merit raise allocations. It should be noted that funding and scholarship are compensatory for annual review. That is one (e.g., scholarship) can be off-set or counterbalanced by the other (e.g., funding). However, for merit allocations, consistent with the weighting of 25% to funding and 35% to scholarship, funding and scholarship are NOT compensatory.

E. Procedures for periodic peer review are specified in the department's by-laws. The performance indicators and categorical evaluations described below for the annual evaluation process will also be used for periodic peer review. During periodic peer review, the performance of tenured faculty will be categorized as satisfactory, needs improvement, or unsatisfactory on research (broadly defined to include contributions in funding and/or scholarship), teaching, and service. Funding and scholarship are compensatory for periodic peer review.

II. Research, Scholarship, and Creative Activities

Faculty members are expected to have an active and impactful research program focused on understanding some aspect of behavioral, psychological, or neurobiological function relevant to one or more of the many interest areas of the department and the field of psychological science at large. Activities that indicate scholarship include grant funding for research activities or attempts to secure funding; publications of books, book chapters, articles, conference proceedings, or other outlets appropriate to one’s area; research presentations and addresses at disciplinary meetings; awards and fellowships for scholarship.

A. Strong Performance Indicators

Funding
1. Receiving extramural funding from a federal funding agency.
2. Receiving extramural funding (grant, contract, etc.) from a private foundation.
3. Receiving major intramural (TAMU) funding.
4. Applying for major funding from internal or external sources.
5. Maintaining an active grant.
Scholarship
7. Editing a scholarly book for a leading publisher.
10. Publishing peer-reviewed journal articles in impactful journals.
11. Receiving a major external fellowship or research award.
12. Presenting a keynote address or paper at an international and national meetings.

B. Categorical Evaluations

6. **Extraordinary Performance.** Far exceeding departmental expectations for scholarship (publications and funding) in terms of both quantity and quality.

5. **Excellent Performance.** Exceeding departmental expectations for scholarship (publications and funding) in terms of quantity or quality.

4. **Very Good Performance.** Meeting departmental expectations for scholarship (publications and funding) with some evidence of exceeding expectations in terms of quantity or quality.

3. **Satisfactory Performance.** Meeting departmental expectations for scholarship (publications and/or funding) in terms of quantity and/or quality.

   Some clear examples of satisfactory research performance are:
   
   a. Published 2 articles per year (on average) in peer-reviewed journals, with at least one of these published in an impactful journal, and submitting at least one application to an extramural funding source per year.

   b. Maintained an active grant, published one article per year (on average) in a peer-reviewed journal, and presented work at conferences.

   c. Published more than 2 articles per year (on average) in impactful journals.

   There are other examples of satisfactory performance (see statement on equifinality) and the evaluation committee will consider quantity and quality of contributions in rating faculty performance.

2. **Needs Improvement.** Falling below departmental expectations for scholarship (publications and/or funding) in terms of quantity OR quality.

1. **Unsatisfactory performance.** Failing to meet departmental expectations for scholarship (publications and/or funding) in terms of quantity AND quality.

III. Teaching

Faculty members are expected to contribute to the departmental mission of educating undergraduate and graduate students about up-to-date psychological science. Activities that are indicative of teaching
include developing and teaching courses, mentoring, and placement of graduate and undergraduate students; chairing and serving on thesis and dissertation committees for undergraduate and graduate students; evidence of student learning via learning measurement, student evaluations, and peer observations; participation in development activities for pedagogy; publishing or developing new pedagogical materials and texts; receiving or applying for grant support for teaching related activities; engaging in diversity-related efforts to facilitate inclusion.

A. Strong Performance Indicators
   1. Placing doctoral students into academic or research positions, including post-doctoral positions.
   2. Chairing a completed doctoral dissertation that results in a submission to a peer-reviewed journal.
   3. Publishing a peer-reviewed journal article with a graduate or undergraduate student.
   4. Receiving a teaching or mentoring award.
   5. Receiving a majority of exceeds expectations ratings on a peer observation of teaching rating form.
   6. Demonstrating student learning through meaningful pre- and post-test gains over the course of a semester.
   7. Directing an undergraduate University Honors Thesis.
   8. Publishing instructional materials (e.g., test bank).
   9. Developing new pedagogical methods and materials and sharing with the department.
  10. Developing a graduate or undergraduate course that helps the department fulfill its teaching mission.
  11. Incorporating effective pedagogy into courses and demonstrating its effectiveness in terms of student learning.
  12. Receiving extramural or intramural (TAMU) grant support for teaching/learning projects.
  13. Teaching a full course at an outside institution of recognized excellence.
  14. Actively engaging in diversity-related efforts to facilitate the inclusion and success of under-represented students. According to the American Psychological Association, under-represented minority groups include African Americans, Hispanic Americans, Asian Americans, Native Americans, and Americans of Polynesian/Pacific Island descent.
  15. Completing significant self-development activities leading to enhanced teaching effectiveness and demonstrating improvement in terms of student learning. For example, attending formal university-sponsored training (e.g., courses offered by the Center for Teaching Excellence, teaching-related conferences and workshops).
  16. Supervising/mentoring a graduate/undergraduate student who receives an award.
  17. Teaching courses as a part of a study abroad program.
  18. Supervising/mentoring an undergraduate student on an internship (PSYC 484).

B. Categorical Evaluations
   5. Excellent Performance. Exceeding departmental expectations for teaching in terms of quantity or quality.
4. *Very Good Performance.* Meeting departmental expectations for teaching with some evidence of exceeding expectations in terms of quantity or quality.

3. *Satisfactory Performance.* Meeting departmental expectations for teaching in terms of quantity and/or quality.

Some clear examples of satisfactory teaching performance are:
- a. Fulfilled one’s required teaching load, offered undergraduate service courses and graduate courses and mentored undergraduate and graduate students on research.
- b. Fulfilled one’s required teaching load, offered undergraduate service courses, taught study abroad, and demonstrated student learning in courses.
- c. Fulfilled one’s required teaching load, offered undergraduate and/or graduate courses and developed a new course that contributed to the department’s mission.

There are other examples of satisfactory performance (see statement on equifinality) and the evaluation committee will consider quantity and quality of contributions in rating faculty performance.

2. *Needs Improvement.* Falling below departmental expectations for teaching in terms of quantity OR quality.

1. *Unsatisfactory performance.* Failing to meet departmental expectations for teaching in terms of quantity AND quality.

IV. Service

Faculty members are expected to provide service to the psychology profession at the national level and locally at the university, college, or department at a level commensurate with their rank. Activities that are indicative of service include reviewing for grant panels, journals, and conferences; organizing programs, conferences, or other meetings or events; participating in or leading committee work; contributing to administrative work; contributing to the professional development of faculty, staff, and students.

A. Strong Performance Indicators
- 1. Serving as a member of review panel for a national research organization or agency.
- 2. Serving as editor, associate editor, or editorial board member of a major journal.
- 3. Serving as an ad hoc reviewer for a professional journal or research funding agency.
- 4. Serving on a major governmental commission, task force, or board.
- 5. Being an officer or in a leadership position in a professional organization.
- 6. Serving as committee or program chair or in a similar position at an international, national, regional, or state meeting.
- 7. Organizing and hosting a national or international scholarly conference.
- 8. Serving in an unsalaried administrative leadership role at Texas A&M University.
- 9. Serving as an officer or member in the Faculty Senate.
- 10. Chairing a major standing or ad hoc Texas A&M University committee.
11. Organizing a department workshop session that involves the development of junior faculty.
12. Serving as an Area Coordinator.
13. Attending a training workshop or session on best practices and/or development as a mentor
14. Being an advisor to a student organization.

B. Categorical Evaluations


5. Excellent Performance. Exceeding departmental expectations for service in terms of quantity or quality.

4. Very Good Performance. Meeting departmental expectations for service with some evidence of exceeding expectations in terms of quantity or quality.

3. Satisfactory Performance. Meeting departmental expectations for service in terms of quantity and/or quality.

Some clear examples of satisfactory service performance are:
a. Chaired a major professional organization committee, reviewed for peer-reviewed journals, and engaged in multiple faculty recruitment activities.
b. Reviewed for peer-reviewed journals and served as a contributing member to a local committee.
c. Chaired a college-level committee and served on the mentoring committee of an assistant professor.

There are other examples of satisfactory performance (see statement on equifinality) and the evaluation committee will consider quantity and quality of contributions in rating faculty performance.

2. Needs Improvement. Falling below department expectations for service in terms of quantity OR quality.

1. Unsatisfactory performance. Failing to meet department expectations for service in terms of quantity AND quality.

Clarifications

1. For the purposes of evaluating research, all publications and conference presentations/proceedings will be evaluated when they appear in print. Advance publications online and “in press” will not be counted, as publications can be “in press” for inconsistent amounts of time across outlets and therefore would be included for variable periods of time.
2. Impactful academic journals have at least several of the following qualities: indexed in standard databases (e.g., PubMed, PsycINFO); a rigorous peer review process; publish significant work (indexed by citation metrics including 5-year impact factor); led by an internationally recognized editor and editorial board; published by the American Psychological Association or
by the Association for Psychological Science or by equivalently prestigious international associations.

3. A grant application is included in the evaluation process when a decision to fund has been made. Up to two revisions and resubmissions of a grant proposal will be treated as separate “accomplishments.”

4. Funded grants are counted in the annual evaluation process throughout their term.

5. It is the responsibility of faculty members to document their teaching activities and the impact of their teaching on student learning and/or student outcomes. Service courses are courses that appear in the menus of required classes for psychology majors, as well as required courses for graduate students.

6. It is the responsibility of faculty members to document their committee or task force activities and the impact of their participation.
Appendix E:
American Psychological Association external review
June 1, 2015

John F. Edens, Ph.D.
Director of Clinical Training
Texas A&M University
Psychology Building
4235 TAMU
College Station, TX 77843-4235

Dear Dr. Edens:

On behalf of the Commission on Accreditation, I wish to express appreciation to you and the staff of the doctoral Ph.D. program in clinical psychology at Texas A&M University for the assistance and cooperation shown to the site visit team representing the Commission when it visited the program on April 30 - May 1, 2015.

In accordance with its operating policy, the Commission on Accreditation is forwarding the enclosed report prepared by the site visitors for your comments. Please review the contents of this report to ensure that the facts contained are correct; if the program’s interpretation of those facts is different from that of the site visitors, please address and/or provide clarification to the Commission. In addition, you may wish to highlight any aspects of the program which you feel did not receive adequate emphasis in the site visit report, or otherwise invite the Commission’s attention to any other appropriate information which you believe documents the program’s quality in meeting the Guidelines and Principles for Accredited Programs in Professional Psychology.

In reviewing the enclosed report, please note that in some cases, site visitors might offer solutions to problems or make recommendations regarding a program. While all issues noted in a report are reviewed by the Commission on Accreditation, the site visit report is considered informational and issues noted may or may not be reflected in the final decision of the Commission. Please also remember that the full review of a program includes review of the entire program record and that the final decision of the Commission will reflect the review of a program’s self-study, the preliminary review and the program’s response to the preliminary review, the site visit report and the program’s response to the site visit report, and any additional correspondence relevant to the review process.

Please note that once a final decision has been made, the site visit team will receive a copy of your decision letter and a copy of your response to this site visit report to review.

To ensure timely processing of the program’s materials, we would appreciate your comments on the site visit report by July 1, 2015. If you have any questions regarding the report or the status of your program’s materials, please feel free to contact me.

750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
(202) 336-5123 (fax)

WwW: www.apa.org

Please Recycle
Sincerely,

Alicia Walker
Program Agenda Manager
Office of Program Consultation and Accreditation
phone: (202) 216-7612
e-mail: afwalker@apa.org

Enclosure
cc: Mark Hussey, President
Site Visit Report Template for Doctoral Graduate Programs

Program Name and Institution: Texas A & M University Clinical Psychology Doctoral Program

Program Director: John F. Edens, Ph.D.

Department Chair: Douglas W. Woods, Ph.D.

Site Visit Team
   Chair: Mark A. Lumley, Ph.D.
   Member: Patrice G. Saab, Ph.D.
   Generalist: Thomas Cafferty, Ph.D.

Dates of Site Visit: April 30 – May 1, 2015
(see appended schedule)

The accreditation standards summarized below are to be applied within the context of the “Guiding Principles of Accreditation” summarized on pp. 2-3 of the Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P). The principles emphasize:

- Broad and general preparation for practice at the entry level
- Focused and in-depth postdoctoral preparation for specialty practice
- Integration of science and practice
- The degree to which a program achieves outcomes and goals consistent with its stated training model and with the Accreditation Guidelines and Principles.

Thus, accreditation in psychology is intended to “achieve general agreement on the goals of training... encourage experimentation on methods of achieving those goals and... suggest ways of establishing high standards in a setting of flexibility and reasonable freedom.”

Domain A: Eligibility

A1. Program offers doctoral education and training in professional psychology including preparation for practice. (IR’s B-2 and C-14)

As stated in the self-study, the Clinical Psychology program at Texas A&M University (“the program”) offers doctoral education and training in professional psychology, one goal of which is to prepare students for the practice of professional psychology (p. 1). Formally, the program adheres to a science-practitioner model of training, but for the past several years the training has leaned toward the clinical science model. Therefore, the self-study indicates that the program now describes itself “...in all materials as a blend of the science-practitioner and clinical-scientist models (p. 3).”

Revised March 2010
A2. Program sponsored by an institution of higher education that is accredited by a nationally recognized regional accrediting body in the U.S. or is a member in good standing of the Association of Universities and Colleges of Canada.

The program is sponsored by Texas A&M University, which is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

A3. The program:
- Is an integral part of the mission of the academic unit in which it resides
- Is represented in the institution’s budget
- Has sufficient students and necessary facilities to ensure meaningful interaction, support, and socialization

The program is the largest of six graduate programs in the Department of Psychology. The other programs include: Industrial/Organizational, Social, Cognitive, Developmental, and Behavioral and Cellular Neuroscience. The Department of Psychology is one of 12 in the College of Liberal Arts. In discussions with the Department Head, the Associate Dean of Liberal Arts, and an Associate Provost of the University, it was made clear to the site visit team that the program is perceived as an integral part of the mission of units at every level of the University, and is represented in the institution’s budget.

There are currently 28 graduate students in the program, with 24 in residence, and four on internship. The program will be admitting three students for the 2015-2016 academic year. According to the students, there are numerous locations and opportunities for socialization. Given the close mentorship of the faculty and considerable inter-cohort interaction, it appears that the number of students is adequate to ensure meaningful interaction, support, and socialization.

A4. The program: (IR C-2)
- Requires 3 full-time academic years of graduate study (or the equivalent) and completion of an internship prior to awarding the doctoral degree: (IR C-5)
- At least 2 of the 3 years must be at the institution (or the equivalent)
- At least 1 year must be in full-time residence (or the equivalent)

The program requires at least four full-time academic years of graduate study and completion of an internship prior to awarding the doctoral degree. At least two of the four required academic years must be at the institution and at least one year must be in full-time residence. In actuality, all four years of graduate study (or commonly, five years) are routinely in residence.

A5. Program engages in actions that indicate respect for and understanding of cultural and individual diversity as reflected in its recruitment and retention policies for faculty and students, curriculum and field placements, nondiscriminatory policies and operating conditions, and avoidance of actions that restrict program access on grounds irrelevant to success. The definition of diversity includes but is not limited to age, disabilities, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, social economic status.

As indicated in the self-study, the program participates in a variety of activities at the Department, College, and University level that indicate a respect for and understanding of cultural and individual diversity. These include adherence to a published university-
wide policy of nondiscrimination and proactive initiatives to promote the university’s mission (Imperative 6 of the University 2020 mission statement). In addition, the program conducts its own student and faculty recruitment and retention activities in a manner that supports cultural and individual diversity.

A6. Formal written policies are available concerning:
- Admissions and degree requirements
- Financial and administrative assistance
- Student performance evaluation, feedback, advisement, retention & termination decisions
- Due process and grievance procedures for students and faculty

The program makes available online its admissions and degree requirements as well as information on financial and administrative assistance. Policies concerning student performance evaluation, feedback, advisement, and retention and termination decisions are available in the Clinical Psychology Graduate Handbook. The handbook is distributed to all students on admission and is always available online. Due process and grievance procedures for students and faculty are also available online.

In the space below, provide additional comments relevant to this domain.

None

Domain B: Program Philosophy, Objectives, and Curriculum Plan

B1. Program publicly states a philosophy and model of training consistent with the sponsoring institution’s mission that emphasizes:

(a) Integration of science and practice

In the early 2000s, the program shifted from a traditional scientist-practitioner model to what they now describe as a blend of the scientist-practitioner and clinical-scientist models, noting that the sponsoring institution (TAMU) was increasingly emphasizing its research standing, and the field was shifting in that direction. The program retains a solid focus on evidence-based clinical training, the faculty members are committed to integrating research and practice, and the faculty both teach and model this in their education of the students. The site visit team, through its review of curriculum, interviews with students and faculty, and review of the clinical training experiences, finds that this program strikes a very strong balance of research and clinical training, and that the latter is fully informed by the former, consistent with the program’s training model.

(b) Education that is sequential, cumulative, and graded in complexity

As indicated in the self-study (p. 4-5) and revealed more clearly in interviews with faculty and students, training is sequential, cumulative, and graded in complexity in a variety of ways. For example, 1st year students initially practice clinical skills in a classroom setting and then engage first in therapy practicum, followed by assessment practicum. Later in their training, students are assigned more challenging cases and also participate in peer supervision of more junior students. External practica typically occur later in the curriculum, after internal practica have occurred. Coursework builds from required to advanced electives. Student teaching begins with basic assistantships and progresses

Revised March 2010
to independent course instruction. Research training evolves from a first-year project, usually on available data, to a more demanding master's thesis, and then to a yet more sophisticated doctoral dissertation, which usually involves original data collection and analysis.

B2. Program specifies objectives in terms of competencies expected of graduates consistent with:

(a) Program's philosophy and training model
(b) Substantive area of professional psychology that is represented
(c) An understanding of legal, ethical, and quality assurance principles

The program has a substantial set of goals and associated objectives, covering a range of topics (see self-study, Appendix B, Table B.2). The goals and objectives are consistent with the program's blended scientist-practitioner / clinical science model of doctoral training and education in clinical psychology. The program's goals emphasize evidence-based practice and research as well as ethical behavior and a focus on diversity. The goals and objectives include coverage of legal, ethical, and quality assurance principles. The team finds that attention to legal and quality assurance issues is particularly strong in this program.

B3. Program implements a coherent curriculum that enables students to demonstrate substantial understanding of and competence in the following areas: (IR C-16 and IR C-25)

Prior to detailing the program's coverage of the various curricular topics, we wish to state our general impressions of the curriculum. In the early to mid 2000s, the program transitioned to a more streamlined and tailored curriculum that would provide the students a greater focus on research and the ability to design optimal preparation for their chosen careers. In our view, the resulting curricular changes have been very successful in these regards. The program faculty are highly productive in research while also highly committed to the excellent training and education of the students, who (as detailed elsewhere in this report), are achieving very positive outcomes that fit the program's training goals. Thus, overall, the site visit team views this as a strong program with a solid curriculum that achieves its goals.

Yet as noted in this section, the curricular changes have led to a reduction in required courses and to many instances in which core material is purportedly infused in the curriculum. In particular, in its October 28, 2014 letter, the CoA instructed the program to examine closely with the site visit team the specific means by which infusion of the history of psychology, individual differences in behavior, human development, evaluating the efficacy of interventions, and issues of cultural and individual diversity occur in the curriculum. This was done, and our findings are detailed below.

The CoA also wanted the program to discuss with the site visit team the mechanisms in place to ensure that courses used as substitutes for requiring training in Domain B3 are appropriately broad, general, and at the graduate level. During the site visit, the team found that that the processes to review courses taken elsewhere are sufficiently rigorous, involving review by the program DCT and Associate DCT and the instructor(s) of similar courses in the department, who examine relevant documents (e.g., syllabi) and may interview the student to make a final determination of adequacy of the course taken.
elsewhere. This is also well documented in student files. The site visit team is satisfied with how the program handles this issue.

(a) The breadth of scientific psychology including:

- Cognitive and affective aspects

The program’s self-study indicates that these two domains are covered by students taking either Cognitive Psychology or Learning, one of which is required for all students in the program. A review of the syllabi and discussion with course instructors indicate that the cognitive aspects of psychology are adequately covered in the curriculum. However, this is not the case with affective aspects of psychology. Although an updated list of readings in core clinical courses provided to us during the visit revealed that there are many readings and discussion material related to affective disorders and their treatment, we find that the breadth of affective basis of psychology is not adequately covered in the curriculum.

- Social aspects

This domain is well covered by the required course, Theories of Social Psychology

- History and systems

The program reports that the history of psychology is infused throughout the curriculum. The team’s review supports this assertion. We find that coverage of this topic is sufficiently infused across a wide range of both clinical and basic courses.

- Psychological measurement

This domain is well covered by required courses in Assessment I and Assessment II, as well as a rigorous practicum in Assessment.

- Research methodology

This domain is adequately covered by required courses in both Experimental Psychology and Experimental Design as well as by the relatively high level of research activity engaged in by all students.

- Techniques of data analysis

This domain is well covered by required courses in both Experimental Psychology and Experimental Design, as well as by advanced electives in statistics taken by students. In addition, students are actively engaged in applying data analysis in the many research projects in which they are engaged.

(b) Foundations of practice in the program’s substantive area including:

- Individual differences

Revised March 2010
We find that this is well covered through infusion throughout the curriculum, particularly in Assessment I and II, Psychopathology, and the practicum courses.

- Human development

The program reports that content in human development is infused in the curriculum. Although there are some readings about child disorders and child interventions, the site visit team believes that there is not adequate coverage of theory and research on life-span human development in the curriculum.

- Dysfunctional behavior/psychopathology

This topic is well covered in the Psychopathology course.

- Professional standards and ethics

This topic is adequately covered in the Introduction to Clinical Ethics and Techniques course, and is well covered through the practicum series, by faculty who are particularly well versed in professional standards and ethics.

(c) Diagnosing or defining problems through assessment and implementing intervention strategies (including empirically supported procedures) including exposure to the current body of knowledge in at least the following areas: (IR C-24)

- Theories and methods of assessment and diagnosis

This topic is well covered in Assessment I and II courses.

- Effective intervention

This topic is well covered in several courses, including Clinical Interventions I and II.

- Consultation and supervision (IR C-1)

During the practica in the in-house training clinic, the program provides some experiential training in supervision, when senior students engage in peer supervision of more junior students. This appears to be common, but not standardized or conducted with all students. Also, there do not appear to be didactic readings or presentations on the theory, research, and practice of supervision in the curriculum. Regarding consultation, students sometimes engage in consultation in their practicum settings, but there is no evidence of didactic readings or presentations on consultation. Thus, the site visit team feels that both of these topics are not adequately covered.

- Evaluating the efficacy of interventions

We find that the program adequately infuses this content in Clinical Interventions I and II as well as in the Intervention practicum.

(d) Issues of cultural and individual diversity relevant to all of the above.
Issues of cultural and individual diversity are infused throughout almost all of the courses in the curriculum, in the practicum series, in the research expertise of many of the faculty, and the research conducted by the students. Cultural and individual diversity are very well represented in this curriculum.

(e) Attitudes essential for life-long learning, scholarly inquiry, and professional problem-solving in the context of an evolving body of scientific and professional knowledge.

Our interviews with faculty and students and the responses of alumni to a recent survey indicate that this program strongly creates an attitude of life-long learning, scholarly inquiry, and professional problem-solving. The strength of the program’s focus on research and science training strongly reinforces this positive attitude.

B4. Program requires adequate and appropriate practicum experiences that include: (IR C-26)

(a) Placement of students in settings committed to training with appropriate and adequate supervision that provide a wide range of training experiences including empirically supported procedures (IR C-24)

The in-house Psychology Clinic, which is directed by Dr. Rob Heffer, is the program’s main practicum training setting. It is well-equipped, maintained, and administered. Students are active in Intervention and Assessment practica for at least the second and third years of their training and often beyond that. Clients come primarily from the community and sometimes from the university (particularly student clients with more difficult or long-standing problems), and the clinic also has contracts to provide assessment services to police and sheriff candidates. The core faculty members of the program conduct supervision of the students, typically in both small groups and individually. Supervision includes video review of cases, recommendations for case-specific readings, and the opportunity for peer-consultation. Supervision and clinical training in this setting seem strong and use empirically-supported and other evidence-based practices.

The program also has close ties to two regular external practicum sites: the Brazos County Detention Center and the Probation & Parole Service. Several students each year are placed at these funded sites for 5 or 10 hours per week, where they conduct assessments and intervention (e.g., anger management). Supervision is provided by clinical program faculty. The site visit team interviewed the on-site administrators, who were very pleased with the work of the students and the faculty supervisors and the administrative arrangements with the program.

Finally, the program retains practicum ties to several external placements at which students are placed when such placement fit students’ career goals. These sites include a pediatric practice, Texas Children’s Hospital, and Baylor College of Medicine Neuropsychology. These sites have licensed psychologists on staff who provide supervision.

(b) Integration of the practicum component with other program elements including provision of adequate forums for the discussion of the practicum experience

The practica, especially those in the Psychology Clinic, appear to be very well integrated into the rest of the curriculum and program. The program has a biweekly Clinical Case

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Seminar, which is attended by all students and faculty and which serves as a forum for presentation of cases and critical discussion of practice relevant issues.

(c) Appropriate sequencing, duration, nature, and content of the practicum experiences consistent with the program's goals and objectives

The sequencing, duration, nature, and content of the practica are consistent with the program's goals and objectives. For example, there is a strong emphasis on rigorous assessment, diverse approaches to intervention, and integration of science into practice.

(d) Justification of the sufficiency of the practicum experiences for internship preparation

Program students appear to be adequately prepared for successful internship experiences. Students obtain an average of about 700-800 hours of face-to-face contact, generate an above average number of integrative reports, and have good breadth of experiences. Almost all students engage in at least one external practicum. The success of their practicum training is demonstrated in match rates to APA-accredited internships, which have been 100% in recent years, often to the student's top-ranked internship.

In the space below, provide additional comments relevant to this domain.

None

**Domain C: Program Resources**

*C1. Program has an identifiable core faculty (see Implementing Regulation C-18, Core Faculty):*  
*IR C-18*

(a) Includes a designated psychologist leader(s) with appropriate credentials and experience  
(b) Who function as an integral part of the academic unit  
(c) Sufficient in number for the necessary academic responsibilities  
(d) Have theoretical perspectives and academic/applied experiences appropriate to the program’s goals and objectives  
(e) Demonstrate competence and credentials congruent with the program’s goals and objectives  
(f) Are available and function as role models for students

The core faculty is a substantial strength of the program. There are 10 clinical psychology core faculty, all of whom were interviewed by the site visit team. Seven of these faculty are tenured, and an eighth appears to be on track for tenure. Two other faculty hold full-time, non-tenure track positions. An 11th non-tenure track faculty person contributes substantial clinical training and supervision to the program students, but she is less than 50% time in the program. The program has hired a new full-time Assistant Professor, who will begin in fall 2016, and has made an offer to another senior faculty person, who may join the faculty in the near future. Additional departmental hires in diversity and in affective science may contribute more program faculty. The program operates on a mentor model and adjusts admissions as a function of the availability of both mentorship and funding. Thus, the faculty is sufficient in number to provide training and education to the student body, which is relatively small.

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The program is led by DCT, John Edens, a tenured full professor who attends the CUDCP meeting and interacts with APA CoA. Rob Heffer is the long-standing Clinic Director and Associate DCT and makes substantial positive contributions to program organization and student training. He is active in ADPTC and is responsible for all aspects of the Psychology Clinic. The Department Head is Douglas Woods, who is another core program faculty member. The program has substantial leadership experience; four core faculty have experience as a DCT of this or other programs.

The faculty members are very productive in research, have national or international recognition, and contribute to the profession of psychology. All of the clinical faculty members appear to be relatively strong in teaching, research mentoring, and clinical supervision. They teach clinical core courses or electives in their areas of expertise, and nearly all of the clinical faculty serve as supervisors of students’ clinical training. All faculty are all actively involved in research mentoring, chairing theses or dissertations. Many faculty members have received awards or other recognition for their research. The faculty appear to be very committed to the program students, readily available, and highly responsive to them. Students uniformly praised their faculty. The faculty also uniformly adhere to an empirical or evidence-based model of training and demonstrate this in their teaching, research, and supervision. The site visit team found that the faculty are very strong role models for the students, often involving students in a range of professional activities.

The core faculty are centrally involved in program development, decision-making, admissions, and student training. The clinical faculty meets approximately monthly, and faculty participates equally in voting on matters concerning the program.

The core faculty are complemented by a large number of excellent psychological scientists from a number of different areas, who provide teaching and sometimes research mentoring to the clinical students. Faculty in the Department of Educational Psychology also regularly provide didactic instruction in some domains (e.g., advanced statistics)

C2. Program has an identifiable body of students at different levels of matriculation who:

(a) Are sufficient in number for meaningful peer interaction and socialization
(b) By interest, aptitude, and prior achievement are qualified for the program
(c) Reflect through their intended careers and professional development the program’s philosophy, goals, and objectives

The program has a large number of applicants each year (about 200), and the applicants are highly qualified, as attested to by their GRE scores, GPAs, and experiences. The program seeks to admit students who are committed to science careers in clinical psychology, and also admits based on a mentor model and availability of departmental funding for students, which has been limited in recent years. In the past four years, classes of 5 students (three times) or 6 students (once) have been admitted, and there are currently 28 students in the program; 24 in residence (of whom the site visit team interviewed 23), and 4 on internship. For the fall of 2015, three students will matriculate. Although the program experienced some higher than expected attrition several years ago, all students admitted in the past four years have remained in the program, suggesting that student retention is good, and attrition is not a problem. The cohort sizes are relatively small, but there appear to be adequate opportunities for socialization and

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collegial development among the students. Students currently in the program appear to fit very well the program model, particularly interest in the science of clinical psychology.

C3. Program has additional resources needed to accomplish its goals and objectives including:

(a) Financial support for educational and training activities

The typical course load for research active faculty is 2+1, and there appear to be sufficient financial resources to support faculty teaching and research. All students are funded for at least four years, and all current students, including those in advanced years, are funded with stipends and tuition remissions. Ensuring student funding is a program and department priority, and admissions are adjusted accordingly to ensure consistent student funding. Such funding comes from a variety of mechanisms (fellowships, teaching assistantships, research assistantships, clinical assistantships). The base level of the student stipend was recently raised to about $15,000 per academic year (with some summer funding also available), but this level seem relatively low compared to many other research intensive clinical psychology programs. Students are able to obtain funding for travel and research from a variety of departmental and university programs.

(b) Clerical and technical support

The department provides a 75%-time secretary to the Department Clinic, and she has responsibility for record maintenance, bookkeeping, and managing equipment and supplies. The department also funds two 10-hour graduate student clinic coordinators who assist in clinic administrative duties. The Department has a main office staff including an administrative assistant, accounting technician, a number of secretaries, and a full-time computer specialist to assist faculty and graduate students. However, it was the site visit team's impression that clerical / administrative support for the clinical program is not adequate. The DCT, for example, has to engage in a number of clerical tasks that in other programs are typically conducted by support staff.

(c) Training materials and equipment

The Psychology Clinic appears to be well equipped with A/V and psychological testing resources. Students appear to have research materials to meet their needs.

(d) Physical facilities

The Department, program, and Psychology Clinic are housed in an adequate university building. The Clinic appears to be adequate in physical facilities. Clinical faculty members are typically assigned lab space in the Clinic, the Department, or elsewhere around campus, and this space is minimal but adequate. Students typically have desk space in the labs of their mentors. There is sufficient space for graduate student courses and meetings. The physical facilities are scheduled for substantial enhancement by the addition of space in another campus building (Milner Hall), which is currently being renovated and is slated for the Psychology Clinic and several faculty offices and labs by the end of 2015 or beginning of 2016. With the addition of this space, the physical facilities will be very good. Also, the university has provided a substantial infrastructure grant to enhance the resources of the Clinic.

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(e) Student support services

As a major research institution, TAMU provides a broad array of support services to the students. As noted on self-study page 16, these include library and computing facilities; various services promoting students' recreational, social, physical, and psychological well-being; and services / programs for new students, those with disabilities, as well as gender issues, sexual assault/harassment victim assistance, and legal services. Medical services are provided through the university's Student Health Service, and psychological services can be obtained through the Student Counseling Service. Overall, student support services appear to be very strong.

(f) Access to or control over practicum training sites appropriate to the program's training model, goals, and objectives

The Psychology Clinic is the major site of students' practicum training, and students spend a number of semesters engaged in assessment or intervention practicum. This training setting is well-organized, fits the program's training model, is supervised almost completely by program faculty, and appears to provide a very good training experience for the students. The number of external placements available to students has decreased over the past decade as the program has shifted to a stronger research emphasis. However, two sites (a local jail and a probation site) provide paid placements for several students each year, and these sites are intimately connected with the program (program faculty provide supervision). In addition, there are several other external settings at which students can obtain specialized training that fits their interests. These sites include a local pediatric clinic as well as several health-related facilities in larger communities (e.g., Houston or Dallas). These unpaid placements are also closely tied to and monitored by the program. Students are assigned to internal and external sites by program faculty, based on students' preferences and career needs. Overall, the availability of practicum training sites appears to be adequate for the students to meet their clinical training needs.

C4. If the program is a consortium of multiple independent entities then there is a formal written consortium agreement that articulates:

The program is not part of a consortium.

In the space below, provide additional comments relevant to this domain.

None

Domain D: Cultural and Individual Differences and Diversity

DI. The program: (IR C-22)

- Has made systematic and long-term efforts to attract and retain students and faculty from differing ethnic, racial, and personal backgrounds (see A.5 for definition of diversity)
- Ensures a supportive learning environment for training diverse individuals who represent a broad cultural and individual spectrum
- Avoids actions that restrict program access on grounds irrelevant to success in graduate training (see Footnote 4 for exceptions)
The program has demonstrated their commitment to attracting and retaining students from diverse backgrounds, and efforts to attract students from diverse ethnic minority backgrounds have been successful. As reported in the self-study and in interviews with faculty and the Associate Dean of Liberal Arts, clinical graduate students have been nominated and received the university-wide Graduate Diversity Fellowships upon admission to the program. The availability of these fellowships attracts talented ethnic minority students to the program. In the broader context, the university addresses diversity in its strategic planning (self-study, p. 17). The Department of Psychology’s Diversity Committee is reported to ‘recruit, retain, and represent’ student and faculty from diverse backgrounds (self-study, p. 18). With respect to core clinical faculty, the program was successful in recruiting an African American assistant professor, Dr. Fields, who reported that she is under consideration for tenure in Fall 2015. Dr. Fields participates as an ADVANCE scholar; this NSF program supports faculty gender equity and diversity (self-study, p. 18). There is no evidence that the clinical training program restricts program access on grounds irrelevant to success in graduate training. The department’s website includes a diversity page describing some of the clinical faculty’s relevant activities.

D2. Program has a thoughtful and coherent plan to provide students with relevant knowledge and experiences about the role of individual and cultural diversity in psychological science and practice. (IR C-23)

Based on information provided in the self-study (p.18-19) and obtained through discussions with faculty, it is clear that the clinical program has a plan to provide students with knowledge and experience concerning diversity in science and practice. Individual and cultural diversity content is adequately infused in required coursework, and consideration to these issues is given in the context of practica and in some of the research experiences. The various practica training opportunities with the law enforcement agencies provide an interesting opportunity to address issues of individual and cultural diversity. In practica, for example, students are rated on whether they “recognize/integrate into treatment impact of sex role/cultural/SES issues” (p. G2). The results of the 2014 survey of graduates were informative on this issue. When asked to rate “to what extent did your TAMU education and training provide you with relevant knowledge and conceptual skills in...issues of cultural of [or] individual diversity...,” the mean rating of graduates of the program was 4.26 on a 5 point scale (1 = poor to 5 = excellent; see Table 11).

In the space below, provide additional comments relevant to this domain.

None

Domain E: Student-Faculty Relations

E1. The program:

- Recognizes the rights of students and faculty to be treated with courtesy, respect, collegiality, and ethical sensitivity
- Informs students of these principles and of their avenues of recourse should issues arise

As indicated in the self-study and confirmed in interviews with students and faculty, the program recognizes the rights of students and faculty to be treated with courtesy,

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respect, collegiality, and ethical sensitivity. Indeed, such recognition could be considered a hallmark of this program.

The Clinical Psychology Graduate Handbook is a source of information for students concerning these principles and presents avenues of recourse should issues arise.

E2. Faculty members are accessible to students, provide guidance and supervision that encourages timely completion, and serve as role models who promote students’ acquisition of relevant knowledge, skills, and competencies.

Based on interviews with the students, faculty members are seen as accessible to students, providing guidance and supervision and serving as role models who promote students’ acquisition of relevant knowledge, skills, and competencies. Such accessibility is supported by the low student to faculty ratio and the close research mentorship relationships.

E3. Respect for cultural and individual diversity is demonstrated in accordance with Domain A5.

Respect for cultural and individual diversity is demonstrated in accordance with Domain A5. This seems true throughout the university, and is especially clear in the program.

E4. Upon admission students’ are given written policies and procedures regarding requirements, expected performance, program continuance, and termination procedures. Students receive, at least annually, written feedback on the extent to which they are meeting the program’s requirements and expectations including:

(a) Timely, written notification of all problems and opportunity to discuss them
(b) Guidance regarding steps to remediate all problems (if remediable)
(c) Written feedback on the extent to which corrective actions have or have not been successful in addressing the issues of concern

Upon admission, students are given written policies and procedures regarding requirements, expected performance, program continuance, and termination procedures. These are contained in the Clinical Psychology Graduate Handbook, which is reviewed by the DCT in an orientation meeting with new students. As stated previously, the Clinical Psychology Graduate Handbook is also available online, and students report they are aware of the online existence of these policies.

The issue of annual written feedback needs to be discussed separately for clinical competencies and for core (academic and research) competencies. With respect to written feedback on their clinical competencies obtained in practicum, students receive thorough feedback each semester concerning their progress in all aspects of their training. Relevant forms are included in Appendix G of the self-study, and completed forms were consistently found in student files that the site visit team reviewed.

However, with respect to annual feedback on their core competencies and professional development, there has been a lack of consistent written feedback over the past few years. As indicated in the self-study and reported by the DCT, the core faculty meet annually to evaluate each student. The assumption has evidently been that the student’s research advisor would convey the evaluation to the student, which is reasonable given the mentoring model of the program. But according to some students, this has not been

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consistently done. Moreover, in several recent years, written feedback was not generated nor entered into student files. When written feedback has been entered, there has not been a mechanism to note that the feedback had been received by the student; for example, no student signatures were obtained on the feedback document.

As reported in the self-study (p. 22), evaluation forms for practicum have been revised since the 2008 site visit, and as noted by the DCT, the program recently began using the 2012 benchmark evaluation system to assess core competencies. Furthermore, the DCT has been developing a more streamlined and consistent process of generating feedback for the students by having the program annual review and feedback for each student become an online record. All of these changes were viewed positively by the site visit team, and these changes may eventuate in a consistent process for providing annual written feedback to students and ensuring that the students acknowledge receiving these reviews. However, this feedback system should be assessed for its ability to rectify the lapses that have occurred in recent years.

E5. Programs keep records of all formal complaints and grievances filed since the last accreditation site visit and make these available as part of the CoA’s periodic reviews. (IR C-3) (IR C-12)

There have been no formal complaints or grievances filed since the last accreditation site visit.

In the space below, provide additional comments relevant to this domain.

None

Domain F: Program Self-Assessment and Quality Enhancement

F1. With appropriate involvement of students, the program engages in regular, ongoing self-studies that address:

(a) Its effectiveness in achieving goals and objectives in terms of outcome data while students are in the program and after completion
(b) How its goals and objectives are met through the program’s educational and training processes
(c) Its procedures to maintain current achievements or to make program changes as necessary

The program was successful in surveying ~96% of its recent graduates in August 2014 (p. 22-23). Approximately 2/3 of mean ratings to survey items were 4.5 or above on a 5 point scale (1 = poor to 5 = excellent; see Table 11). Distal outcomes related to licensure, post graduation activity, and other accomplishments were uniformly positive (p. 24-25). The responses to the graduate survey support the view that the clinical training program is meeting its stated goals and objectives.

Current graduate students reported that they had limited involvement in the program self-study process. Students are actively involved in the yearly admissions process. Students conduct self-assessments, whereby they report each year on their own activities in research, clinical, teaching, service and coursework (Appendix L), and they complete regular self-evaluations of their practicum performance (Appendix G-4). Although students sometimes are informally solicited for input about the program, there

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is no clear indication that regular input about the program is systematically sought or obtained from students (other than evaluations of practicum supervisors).

The clinical training program appears to make some positive program changes in response to feedback and outcomes. One clear example of this is illustrated by their Internship Application and Match Task Force. According to the self-study (p. 23) and reports of faculty, procedures were implemented to improve internship match rates after 2010. The additional mentoring and preparation has contributed to well-prepared applicants, all of whom have matched the first time to internships in the last four years.

F2. Program periodically and systematically reviews its goals and objectives, training model, and curriculum, and related outcome data relative to:

(a) Sponsoring institution’s mission and goals
(b) Local, state, regional, and national needs for psychological services
(c) National standards of professional practice
(d) Evolving body of scientific and professional knowledge
(e) Graduates’ job placements and career paths

As described in the self-study and in discussions with faculty and students, the program is making a shift from a scientist-practitioner model to a clinical science model of training; (it is blend of scientist-practitioner and clinical science) This shift is seen as consistent with their practices in research training as well as research-related outcomes (e.g., student publication records) and job placements. The faculty are active and stay abreast of scientific developments and are recognized for their contributions to the field.

In the space below, provide additional comments relevant to this domain.

None

Domain G: Public Disclosure

G1. Program describes itself accurately and completely in documents available to current and prospective students and other “publics”:

(a) Descriptions of the program should include: (IR C-6(a))
   • Goals, objectives, and training model
   • Requirements for admission and graduation
   • Curriculum
   • Faculty, students, facilities, and other resources
   • Administrative policies and procedures
   • The kinds of research and practicum experiences it provides
   • Its education and training outcomes (IR C-20)

The clinical training program describes itself accurately and completely on the website and in documents available on the website with respect to goals, objectives, training model, admission and graduate requirements, curriculum, faculty, students, resources, policies and procedures, and outcomes. Although the assessment and therapy practica sequence and the department clinic was well described in the documents on the website, information about external placements was not readily available.

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(b) Accreditation status including name, address, and telephone number of the CoA is included

Accreditation status including name, address, and telephone number of the CoA is included on the website.

G2. Information is presented in a manner that allows applicants to make informed decisions about entering the program.

The clinical program and department information is presented in a manner that allows applicants to make informed decisions about entering the program.

In the space below, provide additional comments relevant to this domain.

None

Domain H: Relationship with Accrediting Body

H1. Program abides by the CoA’s published policies and procedures.

Based on examination of the program’s administrative materials as well as interviews with students and faculty, it appears that the program abides by the CoA’s published policies and procedures.

H2. Program informs the CoA in a timely manner of changes in its environment, plans, resources, and operations that could affect program quality. (IR C-19)

As indicated in the self-study, the program has corresponded with the CoA concerning attrition issues. Other than these issues, there apparently has not been need for exchange of information.

H3. Program pays necessary fees to maintain accredited status.

The program has remained in good standing with the accrediting body in terms of payment of fees.

In the space below, provide additional comments relevant to this domain.

None
Appendix F:  
Last Academic Program Review and responses
External Review of the Department of Psychology
at Texas A & M University

Sharon S. Brehm, Indiana University
Peter E. Nathan, University of Iowa, Chair
Neal Schmitt, Michigan State University
Joseph E. Steinmetz, Ohio State University

April 18-21, 2010

Preamble

The 2010 external review of the Department of Psychology was undertaken at the request of Dr. Robert C. Webb, Interim Dean, Office of Graduate Studies, and coordinated by Ms. Jenna S. Kurten, Office of Graduate Studies and Prof. Lesley Morey, Head, Department of Psychology. The review began the evening of April 18, 2010, at a dinner attended by the Department Head and the review team. It ended at 11:30am on Wednesday, April 21, 2010, after a series of preliminary oral reports that morning to central administrators, College of Liberal Arts deans, and department faculty, staff, and students.

Prior to the visit, each team member received a copy of the very comprehensive Department of Psychology Academic Program Review, dated April 2010. It contains a thorough overview of the department, including strengths and weaknesses observed during the 2001 review, as well as the department’s responses to those observations and an assessment of the department’s current status and level of functioning. The self-study document also contains very extensive material on the administration and governance of the department, budgets, graduate and undergraduate programs, and faculty. The document’s narrative concludes with a discussion of the major challenges confronting the department, which include space, graduate assistantship support, basic operational support, faculty hiring and retention, and department leadership. Extensive appendices to the report include the full 2001 external review, the 2009 APA accreditation report on the department’s clinical psychology program, abbreviated faculty biographical sketches, departmental bylaws, merit review criteria, and university parental and health-related policies. The appendix also includes an excerpt from a 2003 academic space needs analysis, and a 2009 draft of a space needs assessment planning report that recognizes the marked shortage of space for the department’s research needs. Upon arrival, the review team received a team roster, up-to-date itinerary, sample final report, an excerpt from the University’s Vision 2020 document, the University’s Advance document, and a campus map.
The formal review that began with dinner on April 18 followed the detailed specified procedures laid out by the Office of Graduate Studies guidebook, Doctoral Program Review Guidelines. The next morning at 7:30am, the team participated in the Breakfast Entry Meeting with Karan Watson, Interim Provost and Executive Vice President for Academics, Robert Webb, Interim Dean of Graduate Studies, and Pamela Matthews, Associate Provost for Undergraduate Studies. The charge from the Interim Provost, reiterated at that meeting, included the following:

- "I request that the review examine the graduate and undergraduate programs of the Department...While evaluating the program, please consider the allocation of resources within the Department (both human and fiscal) and the absolute level of support the Department receives from the University. Please comment as appropriate on current and potential leveraging of these resources, as well as the current and potential interaction with other departments and groups, both on campus and off."

- "Also, please address the issue of learning-based outcomes.
  - Does the Department have ongoing and integrated planning and evaluation processes that assess its programs and services, which result in continuing improvement, and that demonstrate that the Department is effectively accomplishing its mission?
  - Has the Department identified expected outcomes for its educational programs?
  - Does the Department have evidence of improvement based upon analysis of results?"

- "In addition, I ask that you address the impact of the Faculty Reinvestment Program...We ask that you assess the success of the Department in moving their teaching and research agendas forward with these hires."

Following the April 19th Entry Meeting, the team traveled to the Coke Building, where they met with Ben M. Crouch, Interim Dean, College of Liberal Arts, Larry Oliver, Interim Executive Associate Dean, Patricia Hurley, Associate Dean, Michael Stephenson, Acting Associate Dean, and Donald Curtis, Assistant Dean. Following this meeting, the team met with Les Morey, Psychology Department Head, in his office in the Psychology Building, for a more detailed view of the department’s current status. At 11:30am, the team went to the Sells Seminar Room in the Psychology Building, where it had lunch with selected undergraduate and graduate students. At 1:00pm, the team toured departmental facilities, which are located in the Psychology Building and five other buildings on campus; the tour was led by Les Morey and included Terry Barnhardt, Associate Department Head. The team then met at 2:30pm for 45 minutes with the Graduate Instruction Committee, chaired by Emily Davidson and including Stephanie Payne, Brandon Schmeichel, Barry Setlow, Steve Balsis, and Takashi Yamauchi; this meeting took place in the Sells Seminar Room. At 3:30pm, the team met in the same room with the Undergraduate Instruction Committee, chaired by Ludy Benjamin and including Rachel Hull and Terry Barnhardt. At 4:30pm, the team met with nine assistant professors in the Sells Seminar
Room, followed at 5:30pm by a one-hour faculty reception for the team at the University Club. The team then returned to the Reveille Inn for dinner and a work session.

After a 7:30m breakfast at the Reveille Inn on Tuesday, April 20, the team was transported by Les Morey to the department where, at 8:30am, they met with the clinical faculty in the Sells Seminar Room. At 9:30am, the team met with the social psychology faculty; at 10:45am, they met with the I/O psychology faculty. At 11:45am, the team met for lunch with the departmental Advisory Committee. At 1:00pm, the team met with the cognitive and developmental psychology faculty and, at 2:00pm, with the behavioral and cellular neuroscience faculty. At 3:15pm, the team met with full and associate professors, after which the team was escorted back to the Reveille Inn.

An Exit Meeting was held at 7:30am on April 21st at the Reveille Inn. It was attended by the Review Team, Karen Watson, Robert Webb, Pamela Matthews, Ben M. Crouch, Larry Oliver, Patricia Hurley, Michael Stephenson, and Donald Curtis, as well as College of Liberal Arts Dean-Designate Jose Bermudez. At that meeting, the team shared its observations, which included departmental strengths and challenges, and responses to the initial charge given the team on April 19. The team was then transported to the Psychology Building, where they gave essentially the same report first to Les Morey and then to the Department of Psychology Faculty.

The team was extended much appreciated Texas hospitality by everyone with whom it met during the visit. Although the visit involved many meetings, which together constituted a high stress environment, the visit was made a good deal easier by virtue of the courtesies extended to the team, for which it is most appreciative.

**Brief Departmental History**

In 1940, psychology and education were established as a joint departmental unit at TAMU. In 1969, the Department of Psychology came into independent being. Its growth was especially pronounced in the 1980s, as was that of many psychology departments at universities across the country. To this end, the department reported 400 majors in 1980; that number grew to 1,300 by 1990 and currently stands at between 1,300 and 1,400. A grade point average requirement is in place; it keeps that number at that level. In 2001, at the time of the previous departmental review, departmental faculty numbered 33; at the present time, following a substantial number of new hires supported by the Faculty Reinvestment Program, the department boasts 43 tenure-track and tenured faculty, three active searches, and four permanent non-tenure track faculty. Faculty salaries have made substantial gains since the 2001 review: Average salaries for full and assistant professors fall at approximately the 70th percentile among doctoral departments of psychology; those for associate professors fall at about the 50th percentile.
The increase in faculty numbers has been accompanied by a substantial increase in external funding, from $1,483,164.00 in 2001 to $3,695,316.00 at present. The department first began offering the B.S. degree in 1965. M.S. degrees in clinical, industrial/organizational, and experimental psychology were instituted in 1972. The Ph.D. degree in these three areas was first offered in 1983. Currently, the Department offers the Ph.D. in six areas, clinical, industrial/organizational, social, cognitive, and developmental psychology and behavioral and cellular neuroscience. The department has approximately 93 graduate students.

Although the department moved into a renovated physics building in 1988 that met long-standing departmental space needs then, the growth in numbers of faculty and graduate students since then, and especially the marked increase in grant-supported faculty, has meant that even with the addition of significant amounts of additional space through the years now located in five buildings besides the psychology building, only 53% of the department's space needs are currently being met.

The psychology department's vision, enunciated in the 2010 self-study, is as follows: "The overarching goal of our program is to enhance the national prominence of our department and its faculty,... Our aspiration is to become a nationally prominent psychology program as well as the State's premier psychology department." The 2010 visit confirms that the department continues on an upward trajectory in terms of research quality and productivity and faculty prominence nationally. However, as is observed in greater detail later in this document, the challenges of inadequate research space, low research assistant stipends, and an inadequate operating budget puts these substantial gains at risk.

Current Trends in the Discipline of Psychology

As a formal discipline in American universities, psychology dates from the end of the 19th century. It developed as an independent doctoral discipline in the early part of the 20th century. Although primarily an academic discipline at its inception, applications of psychology in assessment and selection during the First and Second World Wars led to the development of its applied side, especially after World War Two.

Following the end of the war in 1945, psychology began a period of explosive growth. Psychologists in academic settings grew in number and differentiated into specialties (e.g., experimental psychology, cognitive psychology, social psychology, developmental psychology, comparative psychology, biopsychology). The increase in those numbers, however, was substantially less rapid than in applied areas, including mental health (e.g., clinical psychology, counseling psychology), industry and organizational management (Industrial/Organizational Psychology), and elementary and secondary education (e.g., school psychology, educational psychology). As a consequence, at the present time, more than 75% of all psychologists work in
applied areas. The growth in programs in applied psychology has been accompanied by the development of a practitioner’s degree, the PsyD, or doctor of psychology. This degree, connoting a strong emphasis during the doctoral training period on assessment and intervention techniques and procedures with mental health problems, is most often conferred by professional schools of psychology, many of which are free-standing rather than a part of established academic institutions.

The reputation of an academic department of psychology at a Carnegie I institution, however, is based primarily on its faculty’s research and production of PhD students who will teach and do research in academic institutions rather than on the number of applied psychologists it produces who will work in industry or mental health settings. Although contributing to the pool of well-trained psychologists for clinical work and in industry is a legitimate function of departments of psychology, in the final analysis, they will be judged primarily by the quality of research and teaching they do in established academic settings. This academic excellence, in turn, contributes to the quality of the graduate students that are attracted to the institution and the training of those who pursue practitioner careers as well as those who pursue positions and careers in academia.

Psychology has differentiated itself to a greater and greater extent in recent decades from its sister disciplines in the social sciences by virtue of its increasing commitment to and utilization of laboratory settings where its new forms, including such enterprises as behavioral and cellular neuroscience (which has become increasingly strong at TAMU), require very extensive, expensive, and complex equipment and animal laboratory care facilities. As a consequence, more and more departments of psychology are seen as, and have been included in, divisions or colleges of science, in recognition of their needs for laboratory equipment and funding comparable to those of other laboratory-based natural science disciplines like biology.

**Relationship of the Department to Others in the College of Liberal Arts**

Most of the research relationships members of the faculty in the department of psychology have with faculty in other departments in the university are not with faculty in departments in the College of Liberal Arts. Instead, they are with colleagues in education, medicine, business, and engineering, as well as colleagues at other universities. With the growth in numbers of research-active faculty in behavioral and cellular neuroscience, as well as the imminent move of five departmental faculty in that program to the splendid new research and teaching facilities in the ILSB, the program will become involved to an even greater extent in extensive multidisciplinary collaboration within the university.

If the Texas A&M Institute for Neuroscience, chaired by BCN member Professor James Grau, is approved, the program (and department) will be collaborating with such university
entities as Animal Science in the College of Agriculture & Life Sciences, Computer Sciences & Engineering in the College of Engineering, Biology in the College of Science, Neuroscience & Experimental Therapeutics in the College of Medicine, Veterinary Medicine & Biomedical Science, Educational Psychology in the College of Education & Human Development, and Visualization in the College of Architecture.

Undergraduate Program

Between 1,200 and 1,400 undergraduates major in psychology each year at TAMU. Approximately 350 psychology majors graduated in the 2008-2009 academic year. Psychology, the largest major in the College of Liberal Arts, is one of the two or three largest majors in the University. The number of majors is kept to its current level by the imposition of a GPA cutoff. Were that standard not in place, it is estimated that upwards of 1,800-2,000 undergraduates would choose to major in psychology. Beyond its large cohort of majors, the department also plays an important service role: a number of psychology courses are required by other majors. Chief among them is Introduction to Psychology, which enrolls 4,000 to 5,000 students a year. Because the largest classroom available to the department has only 200 seats, a minimum of ten sections of the course a semester must be provided, putting a substantial strain on faculty resources.

Students can major in psychology as a part of a Bachelor of Arts or a Bachelor of Science curriculum, each of which requires 120 semester hours for graduation. The psychology course requirement for both degrees is the same, 35 credit hours. The department also offers a small honors program, which requires 21 hours of honors courses, 15 hours of which must be in psychology. A Senior Honors Thesis is also required for the honors degree. A variety of enhancements to the undergraduate program have been made during the past few years to enrich it. One of the most important affected the core methodology classes, which have been made into four-hour classes, with a three-hour didactic component and a weekly two-hour lab session, designed to be writing intensive.

The undergraduate program, in which departmental faculty take considerable pride, puts a significant strain on the department. Faculty numbers and available classrooms are sufficiently limited that many students graduate from TAMU in psychology without having taken a class smaller than 100 students. Only two faculty advisors are available to the students, which means that meaningful advice and a relationship with an advisor are hard for students to manage. Although some undergraduate students develop meaningful relationships with faculty, the sheer number of students and the large size of even advanced undergraduate courses make it difficult for many students to get to know and work with faculty, in part accounting for the surprisingly small numbers of honors graduates. Moreover, the limited size of the graduate assistant cohort, largely occasioned by space and stipend limitations, has made it difficult for the department to
assign as many graduate students to sections of undergraduate courses, where undergraduates might have the chance to develop meaningful academic relationships with them.

**Graduate Programs**

**Graduate Program in Behavioral and Cellular Neuroscience**

BCN is one of the strongest areas of the department; it has seen considerable growth over the past several years. Currently the area has eight tenure track faculty members with a ninth member joining the department in the fall, and one non-tenure track faculty member. This area of the department was targeted for growth after the last departmental review.

**Strengths:** The department has made a number of excellent hires in this area recently and has built a strong and vibrant BCN faculty. The BCN faculty have active research programs, publish in leading journals, and have secured excellent grant support placing them among the campus leaders in this area. Individually and collectively the faculty have built national reputations for their research and scholarship. They are very active collaborators on campus and make significant contributions to the campus-wide interdisciplinary neuroscience program. The area is on the threshold of becoming among the nation’s elite BCN programs.

**Challenges:** The BCN area has few if any weaknesses. Their research space needs some attention as their research is compromised somewhat by its distribution to two (and soon to be three) locations. The new space in the Interdisciplinary Life Sciences Building is excellent, however, and should enable the area to attract more leading behavioral neuroscientists, including a planned senior hire.

**Conclusions:** Behavioral and Cellular Neuroscience is one of the department’s strongest areas. It shows promise of becoming one of the nation’s elite programs if its space problems can be resolved.

**Graduate Program in Clinical Psychology**

The clinical psychology program at TAMU was inaugurated in 1983 and first accredited in 1988. Its most recent reaccreditation visit was in 2008, at which time it was fully reaccredited for seven years. The clinical program includes 13.5 faculty positions, nine of whom are men and five of whom are women. Four faculty are members of ethnic minorities. Tenure track faculty number 10.5; 5.5 are professors, one is an associate professor, four are assistant professors. Three additional faculty are non-tenure-track: one is a clinical professor, one is an associate clinical professor, and one is a lecturer. By contrast, at the time of the 2001 visit, six of the clinical psychology faculty were tenure track.
This is a group of faculty who are highly productive researchers. Seventy-seven percent of the faculty overall have received extramural research grants (totaling $11,777,500.00 since 2001), 77% have served on editorial boards of scientific journals, 31% have served on NIH or NSF grant review panels, 69% have received national awards or honors, and 46% hold Fellow status in the APA or comparable professional societies. All the assistant professors and the associate professor have numerous research publications and several have current grant funding or a history of funding, which bodes well for the program’s continued development.

The clinical program admits 5-7 graduate students a year from about 160 applicants. It has 23 currently enrolled doctoral students, of whom 20 are women and eight are ethnic minorities. These students have very strong academic records as undergraduates and do extremely well when they apply for internships. Since 2001, TAMU clinical psychology students have published more than 300 scholarly publications and presented more than 600 papers at national and international scientific meetings.

**Strengths:** The clinical psychology faculty has grown from six to 10.5 tenure-track faculty; almost all of these individuals, including junior faculty, publish widely and compete successfully for research grants. At the same time, the clinical faculty clearly has a strong commitment to quality clinical training. Much of the research this faculty does is clinical in nature and students are typically involved in it. This faculty has an extremely strong research profile alongside an extremely strong vision of quality clinical training. The program’s longtime Director of Clinical Training, Doug Snyder, is an excellent leader and exemplary role model.

Trained according to the scientist-practitioner model, clinical psychology students receive extensive, high quality research experiences during their years in the program, with the result that, on graduating from the program, they know how to develop productive research careers, whether they choose to work in an academic department of psychology or a medical school setting. As well, APA accreditation teams have commented regularly on the quality of the clinical training these students receive. The Psychological Clinic is an impressive facility, although it has become stretched for space to accommodate both clinical training and research. Its longtime director, clinical associate professor Robert Heffer, represents an exceptional strength in providing students high quality training in the Clinic.

**Challenges:** Like every other undergraduate and graduate program in the department, the clinical program suffers from inadequate space. The Psychological Clinic suite of offices, an impressive, well-designed, thoughtfully-arranged space, would be adequate as either a fulltime Clinic or a fulltime research suite. Unfortunately, because of the marked space shortage throughout the department, the program must utilize Clinic space for both clinical training and research, which means that neither function is well served. Faculty and graduate students alike suffer from this major problem.
Although the program has been generally successful in attracting high quality graduate students in competition with strong clinical psychology programs nationwide, the low graduate assistant stipend and the inadequate research and office space prospective clinical psychology students see when they visit College Station dissuades some excellent prospective students from deciding to join the program. As a result, the size of the graduate program in clinical psychology is smaller than it should be, given the size and quality of its faculty.

**Conclusions:** The clinical psychology program, a strong program at the time of the 2001 visit, is even stronger at present. It currently enjoys a substantial research profile and has clearly been on an upward trajectory for the past several years. It has added faculty, nearly all of whom are active in publishing and grant-getting. Its graduate students continue to be highly qualified and carefully chosen. The quality of the clinical training it provides is very high. However, all of these gains are jeopardized by an acute shortage of space, which requires that the Psychology Clinic be used to meet both clinical training and research needs. As a consequence, both have suffered and, if the space problem continues, the program's upward trajectory may well diminish or end. The additional fact that graduate assistant stipends are low means that the program is not able consistently to fill its graduate student roster with excellent students.

**Graduate Program in Cognitive Psychology**

Cognitive psychology is considered to be a core area of psychology, important for any department that aspires to become a leading psychology program. The area is relatively small at TAMU, with six tenure track faculty (including Professor Teresa Wilcox, a developmental psychologist) and two non-tenure track faculty.

**Strengths:** As was the case at the time of the last review, this group has relatively broad interests that span the field of cognitive psychology. Hence, adequate training can be given to students who come to study cognitive psychology in the department. The faculty publish in good journals in their field and some have secured grants for their research.

**Challenges:** This graduate area was not targeted for growth after the last review and the area remains relatively small. Connections with other areas in the department or out of the department are not as strong as they could be. For example, given the strength of the behavioral neuroscience group the relatively weak presence in cognitive neuroscience is surprising, as is the lack of a strong cognitive science presence on campus. Indeed, most collaboration appears to be with cognitive psychologists at other institutions. It also appears that relatively few undergraduate cognitive psychology courses are offered. Grant activity could be increased by faculty in this group: There is funding available for the kinds of research conducted by the faculty.
Conclusions: There appear to be several avenues for this faculty to increase its presence and influence, both within the psychology faculty and nationally. While it does not seem destined to become a national leader in cognitive psychology, it can certainly enhance its present limited scope and reach. Given our perception that cognitive science is central to strong psychology departments, we think psychology should work with the College of Liberal Arts to develop a long term plan to strengthen this area of the department. We think the other sub-disciplines in psychology (IO, clinical, neuroscience, and social) could all benefit from this strengthening, particularly if any new faculty members had research and theoretical ties to these other areas. We also think that there probably are not sufficient resources in psychology to continue to recruit doctoral students in developmental psychology. Such students might be best recruited into the cognitive program with the understanding that they would work in cognitive development with the one faculty member now specializing in developmental psychology research.

Graduate Program in Industrial/Organizational Psychology

The Industrial/Organizational (IO) Psychology program at TAMU currently consists of five core faculty members. One is a professor who has been at TAMU since 1987. Three are associate professors and one is an assistant professor who joined the faculty in the fall of 2009 after two years at that rank at another university. Three additional faculty members have chosen to affiliate with the IO program. One assistant professor is a half time appointment in Women’s Studies. A second is an assistant professor in Quantitative Psychology and a third, Ludy Benjamin, is a professor who has been widely recognized as a master teacher and historian of psychology. The program currently has 22 graduate students. About 40% of the program’s graduate alumni have secured academic positions in the last decade; the remainder has been employed in industry, government or consulting positions.

Strengths. Historically, the program has been well regarded nationally and in various surveys of productivity and reputation has ranked just below the top ten programs in this psychology subdiscipline. The one core professor, Winfred Arthur, was recognized as 12th among published authors in the two major journals in the field during the 90’s. He has also served as Associate Editor of the Journal of Applied Psychology, one of the major journals in the area, as well as on several editorial boards. The junior faculty (associate and assistant professors) are also beginning to serve in these editorial roles, further attesting to their growing stature among their colleagues at other institutions. All but one of the core faculty members publishes their work regularly in peer-reviewed journals.

This group of faculty members has not been very grant active, though it should be noted that IO psychology has limited access to funding programs from traditional sources (i.e., NSF and NIH) and most of the group’s faculty members are relatively junior. While funds from external private or public organizations often can be secured for the kind of research work IO
psychologists can do, those organizations are unlikely to pay the usual university overhead. Even so, proximity to the Houston area might provide opportunities to generate applied projects that would both fund graduate students and allow for the conduct of research. At this time, faculty members do not report such activity. If such projects are to be pursued by IO faculty, they must be recognized as important sources of program support even though they may generate minimal indirect cost returns.

The program does benefit from affiliated faculty members in psychology and it does collaborate with faculty members elsewhere in the university who have similar interests and backgrounds (e.g., the management faculty) and graduate students apparently take classes offered in these units.

The program continues to attract a large number of graduate student applicants and the current number of 22 students seems about the right size if students are equally distributed across faculty members.

**Challenges:** Only four of the core IO faculty members are research active at this time. An additional highly productive and promising associate/full professor recruited into this group along with retention of the current faculty would very likely result in recognition as a top ten program among its peers over the next 5 -10 years. The department might consider alternate assignments (additional teaching or administration) for the faculty members in this group who are no longer research active and who do not mentor graduate students.

It was also noted that the IO group has attracted a large number of applications, but has not been able to recruit a large proportion of the applicants to whom they extend admission. Moreover, the incoming students tend to have lower scores than some in the applicant pool that fail to accept an offer. This is very likely a function of the relatively low stipend offered to graduate students. These students are often highly sensitive to relatively small differences in stipends and not cognizant of cost of living differences that might offset differences in offers. It is also possible that some students are sensitive to the same space limitations that affect the department as a whole in that graduate student office and research space is quite limited.

IO psychologists are often well trained in the conduct of quantitative analyses and the addition of a quantitative psychologist and his/her affiliation with the IO faculty is an important asset to the graduate students in this area. It is also the case that this person and some of the IO faculty serve an important service function for the rest of the department (and potentially other departments) in teaching and consulting on quantitative analyses. However, the availability of this expertise in the department (and elsewhere in education, for example) seems limited. The department should consider hiring another faculty member in this area to provide up-to-date course offerings and appropriate support for other faculty members’ research, and to contribute to strong extramural funding proposals.
Conclusions. The IO program is poised to take a leadership role among similar programs in the US. The faculty must continue to publish, particularly in the most highly regarded peer-reviewed outlets in the area. The addition of one prominent mid-career IO psychologist would contribute immensely to this effort. Graduate stipends must be increased to make them competitive with stipends being offered in other institutions; at this point, they appear to be 3 to 5K too low. The addition of quantitative expertise would contribute greatly to the training of graduate students and the quality of research projects they and faculty members pursue both in the IO group and other departmental programs. External funding among this group of faculty is low and steps to increase that funding should be pursued, perhaps from nontraditional sources. The constraints of space noted elsewhere in this report affect this program as well.

Graduate Program in Social Psychology

Social psychology is a basic area of psychology for any department. It also often intersects with other fields of psychology, such as cognitive, clinical, and industrial/organizational. Currently, there are nine faculty in social psychology in the department of psychology at TAMU, including a new assistant professor.

Strengths: In the 2001 report, the social program was characterized as among the “top programs” in the field. However, concerns were expressed that the social program needed more faculty. It appears that these concerns have been significantly addressed. Indeed, the current faculty is a very young group, with only two of them having received their Ph.D. before 1995. Most of the faculty are well published and well funded. This is a strong group of social psychologists and, with such a young cohort, the program should be vigorous and innovative.

Challenges: Since there are so many new/younger faculty, it is very important for the older/established faculty to mentor the newcomers effectively. This will take some effort from the latter group to provide the time and effort needed to mentor the newcomers. Therefore, the department should recognize the value and importance of faculty mentoring for such a relatively large new cohort.

Based on various meetings and conversations, it appears that there are a number of significant challenges to the program that need to be met:

--Increasing the number of graduate students
--Easy access to an fMRI
--A need to increase the level of graduate assistant stipends
--Computers (in research and offices)
--Collaborations with clinical faculty
--Addressing the “dire need for more lab space”
Indeed, “space, space, space” was clearly the mantra we heard throughout the visit. It’s not easy to correct space deficiencies, but it is absolutely necessary to do so if the program and the department are to thrive.

**Conclusions:** If it is possible for the university, college, and department to provide the resources needed for the social program to thrive, social psychology at Texas A&M can continue to become an even stronger nationally and internationally recognized leader within the next few years.

**The Provost’s Charge to the Review Committee**

- “I request that the review examine the graduate and undergraduate programs of the Department... While evaluating the program, please consider the allocation of resources within the Department (both human and fiscal) and the absolute level of support the Department receives from the University. Please comment as appropriate on current and potential leveraging of these resources, as well as the current and potential interaction with other departments and groups, both on campus and off.”
  - The department’s allocation of its limited resources to its undergraduate and graduate programs seems reasonable, but the absolute level of support the department receives from the university is grossly inadequate, especially considering the substantial gains in faculty quality and productivity as well as in the quality of several graduate programs over the past decade. The department and several of its programs successful leverage its resources, in large part by using them as the basis for significant federal funding for research and graduate students. The department has increased markedly its productive interactions with other departments and groups, on and off campus.

- “Also, please address the issue of learning-based outcomes.”
  - Does the Department have ongoing and integrated planning and evaluation processes that assess its programs and services, which result in continuing improvement, and that demonstrate that the Department is effectively accomplishing its mission?
    - Yes
  - Has the Department identified expected outcomes for its educational programs?
    - Yes
  - Does the Department have evidence of improvement based upon analysis of results?”
    - Yes, substantial evidence of improvement in both the undergraduate and graduate programs is cited. In part, these improvements reflect changes in programming and instruction in line with the results of learning-based
evaluations. In part they are due to enhancements in numbers and quality of faculty.

- "In addition, I ask that you address the impact of the Faculty Reinvestment Program... We ask that you assess the success of the Department in moving their teaching and research agendas forward with these hires."
  - The Faculty Reinvestment Program has been a mixed blessing for the Department of Psychology. On the one hand, it permitted the Department to add a large number of very promising assistant professors and a smaller number of senior faculty, additions which bode well for the future of the Department. On the other hand, the financial resources the Department had to give up to fund its share of the Reinvestment Program has led to severe, continuing, and ultimately destructive shortfalls in operating funds and graduate student assistant stipends. As well, the addition of ten faculty overall has exacerbated the Department's chronic, severe space problem. At the same time, it has created a situation where a very small operating budget has to be stretched even further to support the faculty.

State of the Department

Overall Departmental Strengths

The Department of Psychology at TAMU has clearly made substantial progress since the 2001 Departmental review. It has succeeded in resolving the conflicts and disagreements that prevented it from uniting behind a shared vision of excellence at that time. Hence, the Department now appears unified and capable of working together, as a unified faculty, toward a strong future. One of the Department's most notable strengths at present is the strong research record its faculty has achieved: faculty in the Department of Psychology share a strong commitment to science. In virtually all its programs, but most notably in behavioral and cellular neuroscience and clinical Psychology, virtually all of its faculty is research active and many are funded by NIH, NSF, and other federal funding sources. In addition, faculty in the Department edit well-respected Psychology journals, serve on an array of journal editorial boards, lead or participate in national organizations of fellow researchers in their fields, and publish significant articles and books that enhance both their own reputations and the Department's profile.

The Department has made a number of excellent new hires during the past decade. While most of them have been at the junior level, a few senior hires have also been made. Virtually to a person, the new faculty, including new assistant professors, have come with an extensive array of publications, and many have brought with them research grants. Moreover, during their time at TAMU, these faculty have submitted a significant number of grant proposals to support their
research. The review team feels very strongly that the Department has invested in new faculty carefully and wisely, with the result that it has strengthened the profile of the Department at a time when excellent hires were possible because many other competing Departments were not able to hire.

The Department has benefited from strong and effective leadership from Professor Les Morey during the past four years. Although Les is criticized by a few colleagues for doing too much for the Department on his own (an extremely unusual criticism, rare in the experience of the review team), he is widely seen as having very effectively promoted the interests of the Department at collegiate and central administrative levels, albeit with mixed results that do not reflect his efforts, worked hard to enhance the national stature of the Department, helped recruit excellent faculty and graduate students, and been a stable, equable leader of the Department. No one on the team questions whether, were he willing to do so, Les Morey would be enthusiastically welcomed back for another four-year term as head. Unfortunately, that is not to be. Professor Morey wishes to rededicate himself to his nationally-recognized research and move away from the frustrations and burdens of inadequate space and financial resources.

In terms, then, of the visibility and stature of its established faculty and the promise of its new faculty, the numbers and quality of research grant proposals submitted by its faculty and approved by funding agencies, the plethora of significant articles by the faculty published in prominent Psychology journals, the high quality of graduate students, and the harmony and cooperative spirit of the Department, the review team agreed that the Department of Psychology is strong and getting stronger.

Overall Departmental Challenges

Despite the many good things the review team observed during its time in College Station, however, it also recognizes that the Department faces several serious challenges that could cause the Department’s strong current science profile, ability to attract high quality faculty and graduate students, and distinct upswing to diminish or end. In order of significance, these challenges include the following.

Serious and Continuing Lack of Suitable Research and Office Space

Arguably, the most challenging problem facing the Department of Psychology is space. This issue was raised in every meeting the review committee attended. We believe that the space problem in the Department is threefold:

1. **The faculty, staff and graduate students in the Department are dispersed to six different buildings,** mainly because the solution to the growing demand for
space as the faculty has grown has been to find small amounts of free space available in several places around campus. This has fractionated the Department, a situation which could place at risk the current harmonious climate in the Department developed over recent years. In addition, the dispersion of the faculty has made it difficult for undergraduates to find faculty when they need assistance.

2. While some of the space is of excellent quality (e.g., the Psychological Clinic and the new Interdisciplinary Life Science Building), some of the space is of very poor quality. For example, the review team saw space that was inadequate for its current use and in dire need of renovation, if not total replacement (e.g., the Old State Chemistry Building), and other space that seemed to have chronic maintenance problems such as damaged ceilings and floors due to broken pipes, leaky roofs and floods.

3. There is simply not enough space for this Department, given recent additions to faculty, the current size of the graduate program, and the large number of majors served by the Department. There is an inadequate amount of office space for graduate students. As well, as space demands increased some offices and service areas in the Department were converted to research space, thus eliminating some service functions that were important to the Department (e.g., student common spaces). In an attempt to alleviate that space crunch, shared usage space has been created. While this is sometimes desirable, sharing research space is not always ideal. For example, clinical services and clinical research space are both conducted in the Psychological Clinic space, imposing scheduling problems for both activities. Moreover, the social area cannot create badly needed independent research space for its faculty.

The space problem impacts the Department in several ways. Faculty and students often expressed a feeling of helplessness and the sense that their efforts are undervalued by the institution, due to its failure to address the space issue, thus creating general morale problems in the Department. We often heard from senior faculty that they would not consider becoming the next Department head because the space problem seemed all consuming and insurmountable. Some junior faculty reported difficulty in getting their research up and running because of difficulties securing and renovating space. For example, one junior faculty member reported to us that after 2.5 years at TAMU, s/he could not conduct research because of difficulties getting space ready for research. This situation is extremely serious: The careers of these junior faculty members are being affected at a very critical time, just when they are launching their research programs. We believe that the Department is in danger of losing some of the excellent new junior faculty that have been recently hired as better facilities at other institutions are offered to lure them away. Finally, the Department is poised to dramatically increase its external funding
and this will require a commitment from the university to provide adequate research space. We don’t believe there is currently enough useable space to support additional research projects that are funded by external agencies. In sum, the committee believes that if the space problem is not dealt with soon, much of the recent momentum that has been gained in the Department will be lost. Well-documented advances in the Psychology Department could quickly be reversed if the space issue is not addressed.

**Recommendation: The University needs to find new space for the Department in a building that would allow them to consolidate at least part of their scattered research programs.** For example, we were told that there was a possibility that the current Student Health Center may be vacated. If so, this space could easily be converted for clinical research and clinical services (in separate areas) as well as for use by other Psychology research programs that use human subjects. The relocation of faculty, students and staff to this building would go a long way toward reuniting this presently scattered faculty and helping address their current and future space needs.

**Serious Deficit in Operating Budget**

The Psychology Department’s operating budget for the next academic year is $36,714. No one would argue that this is an adequate budget to operate a Department this size. The Department has made up some of the shortage in operating budget by not filling allocated faculty positions and by other incidental sources of funds. Given the size of the undergraduate teaching obligation, however, cannibalizing or not filling faculty lines does not seem like a desirable alternative to us. Undergraduate students make the statement that they graduate with a major in Psychology never having had a class with fewer than 80-100 students and not being able to take some classes because they are always filled prior to the time they are allowed to enroll. Secretarial and technical staff help is also woefully inadequate (currently $305,194). We heard numerous instances in which faculty members waited several months for hardware and software computer needs to be addressed. One assistant professor indicated he still did not have computers he needs for his simulation work after almost two years at TAMU. We have also mentioned elsewhere in this report the inadequacy of the graduate assistant stipend which erodes efforts to recruit the best graduate student applicants. These basic funding deficits are another indication that TAMU has not planned for the provision of infrastructure needs at the same time that they have rapidly expanded the number of faculty members (the latter benefiting the Psychology Department greatly).

**The absence of an adequate operating budget has many implications for faculty and graduate student research and teaching.** We have already alluded to the indirect impact it has had on undergraduate teaching. There are few funds for faculty travel to conferences, which are essential if their work is to gain the national and international attention that is central to a highly ranked Department. There are no funds to use to bridge funds between research grants or to
support relatively small expenditures that are needed to “seed” future grant applications. Nearly all funding agencies now require evidence that pilot work has been done to address the feasibility and appropriateness of budgetary requests. The obvious need to supply faculty and secretarial staff with paper, computers, phones, and everyday office expenses is difficult if not impossible to meet with present budgetary limitations. Lack of support staff has meant that faculty members including the chair do things (e.g., assembling furniture, setting up computer systems, developing and maintaining a web site) that would normally be done by support staff.

We do not believe the Department and its faculty and graduate students can realize their obvious potential unless something is done to address these very substantial shortcomings. We estimate that an operating budget for a Department this size should be in the neighborhood of $500,000 to $800,000, depending on the availability of other resources necessary for Department operations. We also feel that funds should be provided to increase the resources available to provide technical staff in the Department to meet increased need for computer hardware and software maintenance. Elsewhere in this report, we mention that graduate student stipends must be increased by $3,000 to $5,000 to be competitive with other institutions seeking to appoint the same graduate students the Psychology Department is seeking to attract. We recognize how difficult this provision of resources will be at this time of limited resources. However, we feel that the gains made in the Psychology Department since the last review as well as the tremendous potential represented by the new faculty members hired in the last several years cannot be met without sufficient support.

Recommendation: Some means must be found to enhance the Department’s operating budget substantially. Converting faculty lines for this purpose is not feasible, since the tremendous pressures on the Department for teaching demand the maintenance or enhancement of faculty resources. A failure to attend to this serious, continuing problem threatens the Department’s obvious advances and quest for national prominence.

Inadequate Graduate Assistant Stipends

As noted above, the current graduate assistant stipend of $11,000. is some $3,000–5,000. lower than it should be to maintain a competitive position for graduate students. Although students on grants and fellowships enjoy substantially higher stipends, this degree of variability among graduate students in stipendiary support creates marked discrepancies among graduate students in support level.

One of the most significant negative consequences of the student stipend level is that it makes TAMU uncompetitive for the best graduate students during the process of admission to graduate programs. For a Department that has excellent or very good graduate programs, losing potentially strong graduate students to universities with lesser quality graduate programs but much higher stipends is discouraging in the extreme. It limits the ultimate overall quality of the graduate program and makes it difficult for quality faculty to recruit comparably qualified graduate students as research collaborators.
Recommendation: If nothing is done about the currently inadequate level of graduate assistant support, the Department will continue to be unable to recruit some of the top quality graduate students who apply to its strong graduate areas. Hence, a serious effort to increase these stipends to competitive levels must be undertaken if the Department’s gains in national reputation are to be maintained.

Headship Search

We were told during the visit that there are very few senior faculty in the Department at all interested in becoming Department head. At a time when the Department is improving markedly after several years of very successful faculty hiring and the prospect of continued growth toward excellence, the team was surprised that there was not more interest in assuming leadership of what clearly appears to be a thriving enterprise.

The reasons for this unexpected reticence to assume the principal leadership role in the Department seems to be the experience of recent heads: despite earnest effort to convince the college and central administration that the Department cannot continue to make progress if its space problem, operating fund deficit, and inadequate graduate student stipend are not addressed, these problems persist, even though the Department has taken a number of steps to deal with its space and funding problems. Thus, the Department has not stood still despite problems that could well have doomed it to stasis.

We have urged the Department to find a solution to its headship problem, by convincing someone to agree to a regular four-year term even with the likelihood that, at times, the job will be extremely unpleasant. However, if such a person is not identified, then we urged the Department to find someone willing to serve a one-year interim role as head, while an effective working relationship with Prof. Bermudez, the incoming Dean of the College of Liberal Arts, develops.

Recommendation: Ideally, a senior faculty member in the Department will agree to serve a full term as head. If not, the Department should find someone to serve as interim head, although that is not an ideal solution to the Department’s leadership problem. The headship search will be facilitated if the college and the university are able to propose realistic solutions to the Department’s space and operating fund problems.
Response to Findings
External Program Review Final Report
Department of Psychology
June 18, 2010

The 2010 external review of the Department of Psychology was completed in April, 2010, with a distinguished group of external reviewers that included the Chair, Peter Nathan (University of Iowa), as well as Sharon Brehm (Indiana University), Neal Schmitt (Michigan State University), and Joseph Steinmetz (Ohio State University). The reviewers provided a report to Dr. Robert Webb, Interim Dean of Graduate Studies in May, 2010, that summarized their conclusions and recommendations. In this document, the Department will briefly comment on the major points in the review and note what plans the Department will consider in moving forward.

State of the Department

The review team provided an insightful appraisal of the state of the Department of Psychology, noting its strengths and its challenges. We appreciate the team’s recognition of our strengths: the “strong research record its faculty have achieved”; our successes in resolving conflicts and disagreements to allow us to move forward; our successes in securing funding “by NIH, NSF, and other federal funding sources”; our “number of excellent new hires”, and the “visibility and stature” of our faculty. The review concludes that “the Department of Psychology is strong and getting stronger”. We believe this review affirms our many efforts over the past decade.

The reviewers also provided insightful comments on each of our doctoral program areas. Three programs were noted as having been strengthened appreciably since the 2001 External Review, consistent with recommendations that were put forward by the 2001 review team. In this regard, the 2010 review team noted the following for these three areas. The Behavioral and Cellular Neuroscience program was described as showing “promise of becoming one of the nation’s elite programs”. The Clinical program, described as a “strong program at the time of the 2001 visit, is even stronger at present” and on “an upward trajectory.” Similarly, the reviewers felt that the Social program could continue to become a “nationally and internationally recognized leader” within the next few years.

While the reviewers felt that our investments in these three areas had paid significant dividends and that it was important to sustain our achievements in these areas, they also believed that two additional programs were due for similar strengthening. The Industrial/Organizational program was described as “poised to take a leadership role among similar programs in the US”, noting that “the addition of one prominent mid-career IO psychologist would contribute immensely to this effort”. The Cognitive program, while not viewed as in position to become a national leader in cognitive psychology, was noted to be a central discipline in psychology. As the reviewers suggested, the department will work to “develop a long range plan to strengthen this area of the department.” We agree that such a plan would benefit other programs, particularly if new faculty members had “research and
theoretical ties" to these other areas. In summary, we concur with the recommendation of the review team that strengthening the I/O and Cognitive areas, while sustaining our significant achievements and progress in the Neuroscience, Clinical, and Social areas, represents a sound strategy in continuing our noteworthy progress towards becoming recognized as a nationally preeminent department of psychology, and hope to use these recommendations to guide future hiring in the Department.

The review team also noted our challenges. These included (1) serious and continuing lack of suitable research and office space; (2) serious deficit in operating budget; and (3) inadequate graduate assistant stipends. The Department strongly agrees that these represent critical challenges that result in significant obstacles in our pursuit of national prominence. The reviewers noted the following recommendations:

1. The University needs to find new space for the Department in a building that would allow them to consolidate at least part of their scattered research programs.

2. Some means must be found to enhance the Department’s operating budget substantially.

3. A serious effort to increase these (graduate) stipends must be undertaken if the Department’s gains in national reputation are to be maintained.

The Department strongly agrees with these recommendations, but notes that implementing each of the recommendations entails responses that are required at levels above the Department. There is no means within the Department’s resources to address our dire need for new and consolidated space; for example, renting off-campus office space simply exacerbates our already dispersed facilities. As noted in the report, the Department could conceivably address operating shortfalls by cannibalizing existing faculty lines, but as noted by the reviewers, this is not feasible or advisable given the magnitude of our undergraduate teaching obligation. Finally, increasing graduate stipends requires increasing base dollar support for these stipends; we have steadily increased extramural funding for graduate training, but the unpredictable nature of such funds over the typically five-year career of a graduate student means that base dollars are essential for promising an incoming student full financial support. Thus, in these three areas in particular, we feel it is critical to enlist University support, even in these challenging financial times, to help the Department address these challenges, as we believe we are poised on the verge of recognition as a Psychology Department of the top tier.
November 29, 2010

MEMORANDUM

To: Dr. Ludy T. Benjamin  
    Head, Department of Psychology

     Dr. José L. Bermúdez  
     Dean, College of Liberal Arts

From: Dr. Karen C. Butler-Purry

Subject: Department of Psychology: Academic Program Review Post - Review Summary

The post-review meeting, as outlined in the Academic Program Review Guidelines, was convened on September 23, 2010. The purpose of the post-review meeting is to discuss and reach consensus on a plan of action to be taken following the department’s April 2010 external program review. The post-review meeting was attended by Drs. Ludy Benjamin, José Bermúdez, Karen Butler-Purry, Patricia Hurley, Pamela Matthews, Les Morey, Michael Stephenson, Ms. Cheryl Hanks, and Ms. Jenna Kurten.

The external review team noted that “the Department of Psychology is strong and getting stronger,” but “faces several serious challenges that could cause the Department’s strong current science profile, ability to attract high quality faculty and graduate students, and maintain a consistent rate of growth; notable challenges include space limitations and deficiencies which impede recruitment success and do not provide ideal conditions to meet the department’s growth plans.” Among those challenges are low student stipends impacting recruitment success, a severe space challenge which divides the department over multiple buildings, and departmental budgetary issues. The post-review meeting focused on plans to address many of these issues.

Dr. Bermúdez indicated that there are some structural changes planned within the College of Liberal Arts that are intended to provide flexibility in order to strategically focus on some of the college’s strengths. The Department of Psychology is perceived as an exceptional department within the college as measured by markers such as student enrollment, productivity, and external funding. While space allocation is not within the college’s control, the college hopes to work with the department to create strategic funding packages for top-tier students and intends to support the department in whatever ways it is able.

Numerous discussions arose regarding problems associated with current student funding levels and potential ways to improve them. Dr. Morey recommended that administrators consider changing the nature of Merit Fellowships to offer the same amount of funding, but divided equally over a longer period to provide more consistent funding for prospective students. The department has had success using Diversity Fellowships to attract bright students, but these fellowships also force the department to shoulder the students’ funding once these awards end. Grant funding is uncertain from year to year preventing this from being a stable funding strategy for graduate students. Dr. Butler-Purry encouraged the department to seek students with external funding, as there are several logistical solutions for those students that may not have existed in the past. Students not covered by university employment insurance have graduate student policy options. Additionally, she and the Office of Graduate Studies are committed

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1113 TAMU  
College Station, TX 77843-1113  
Tel. 979.845.3631 Fax. 979.862.1692  
kbutler@tamu.edu  
http://rgs.tamu.edu
to supporting students externally funded by granting organizations such as NSF and NIH. These opportunities not only help fund our students, but also contribute added prestige to Texas A&M.

Dr. Benjamin discussed the importance of space on faculty retention as well as student recruitment. Two of the department’s most productive junior faculty were lost due to space allocation problems; both quantity and quality of space spread out over multiple locations. Dr. Bermúdez encouraged the department to consider potential short-term solutions to the space issue. Some faculty currently lease off-campus space and that may be a short-term consideration until more permanent solutions can be formulated through the Council for the Built Environment (CBE). Dr. Matthews encouraged the department to embark on a detailed assessment of space needs including the amount and type of space required for shared space, as well as needs for each faculty member. This needs assessment should be presented to the CBE with approval and input from the Dean of Liberal Arts’ office. The document should also include a detailed indication of how the department would use Beutel Health Center if such a solution were decided once that building is vacated. Dr. Benjamin noted that Beutel would allow the department to consolidate from its current six buildings down to two or three. Though this is not ideal, the department was encouraged to be flexible as the university attempts to find solutions to its space needs.

Several concrete action items follow the post-review meeting as outlined below. Numbers 7 & 8, though not discussed during the post-review meeting, were commitments made by the department in their previous response to the final report.

1. The department will seek to better inform its business and recruiting staff about insurance and tuition options for externally funded students (i.e. those with NSF fellowships, or similar programs).

2. The department will work with the College of Liberal Arts on creative, strategic ways to fund top-tier students.

3. Dialogue regarding student funding is underway at many levels of the university in efforts to strategically plan for the future of the university. The department will provide feedback through the dean’s office on focused solutions to these problems.

4. The department will create a detailed space needs-assessment, as discussed above, which will be routed through the dean’s office for presentation to the CBE.

5. The department will look for creative ways to improve mentoring and advising for undergraduate students despite its current resource constraints.

6. The department will work with faculty involved in the Social Psychology Program to increase and improve a formal mentorship process.

7. The department will work with the College of Liberal Arts to develop a long-term plan to strengthen the Cognitive Psychology Program.
8. The department will consider the addition of one prominent mid-career Industrial/Organizational (I/O) psychologist to ensure the I/O program is a leader among similar programs in the U.S.

As described in the Academic Program Review guidelines, one year after the review, the department is responsible for providing a summary of how the program has begun to address the recommendations of the review committee and action items developed during the post-review meeting. The deadline for the Department of Psychology’s update is therefore May, 2011.

Cc: Karan L. Watson
    J. Martyn Gunn
    Pamela R. Matthews
    Ben M. Crouch
    Patricia A. Hurley
    Cheryl L. Hanks
    Michael T. Stephenson
    Leslie C. Morey
    Jenna S. Kurten
The Department of Psychology was evaluated in April 2010 by a distinguished group of four external evaluators. Their report was delivered to the Office of Graduate Studies in May 2010. They concluded that “the Department of Psychology is strong and getting stronger” and emphasized the strong research record of the faculty, including substantial gains in extramural grant dollars; a number of excellent new faculty hires; and the visibility and stature of many of our faculty. At the same time they identified three serious challenges that they believed represented substantial obstacles in our Department’s pursuit of national prominence. These included (1) serious and continuing lack of suitable research and office space; (2) serious deficit in operating budget; and (3) inadequate graduate assistant stipends. The Department strongly agrees that these represent critical challenges that result in significant obstacles in our pursuit of national prominence. The reviewers noted the following recommendations:

1. The University needs to find new space for the Department in a building that would allow them to consolidate at least part of their scattered research programs.

2. Some means must be found to enhance the Department’s operating budget substantially.

3. A serious effort to increase these (graduate) stipends must be undertaken if the Department’s gains in national reputation are to be maintained.

We strongly agree with the review team’s assessment and note that all three needs that they have identified require resources that are beyond the control of the Psychology Department. In the current economic climate of successive budget reductions of 5% and 10% over the past two years such challenges have become even more dire.
Space

The Department, whose offices and laboratories are now spread across seven buildings, continues to operate with a shortfall of approximately 33,000 square feet of laboratory and office space. This shortfall compromises our research, teaching, mentoring, advising, and recruiting of faculty and doctoral students. We have gained some additional space in the Interdisciplinary Life Sciences Building for several of our behavioral neuroscience faculty. And we have gained two small rooms in Leggett Hall since the review. Three of our new assistant professors have leased space in the 707 Shopping Center for their research needs, using some of their start-up funds to pay for that space. We have been at the top or near the top of every space survey on this campus for 20 years. The most recent SNAPS reports indicated we have a shortfall of 47% of needed space. Despite these many reports and surveys, other entities always get the additional space when it becomes available. Currently the Department is in consideration for approximately 32,000 sq. ft. of space in the Blocker Building, a request supported by the College of Liberal Arts and one that, if successful, would be a substantial boon for our needs.

Operating Budget

Through an agreement with the Dean of Liberal Arts, the Psychology Department will begin receiving an annual operating budget of $250,000 in FY12. Our estimated annual operating costs are around $350,000 to 400,000. It is hoped that we can make up the difference with indirect return from grants and from cost cutting measures taken in the Department.

Graduate Student Stipends

There simply is no money in our budget to increase our graduate student stipends which are considerably lower than what is offered by our peer institutions, probably by as much as $5,000 or more per year. Recent actions by the Office of Graduate Studies suggest that financial help we get from that office (e.g., graduate student travel, tuition) has been reduced. Further, changes in healthcare coverage will require our students to pay out-of-pocket expenses that they have not previously incurred. New rules on support of master’s degree students have complicated matters for our Department given that two of our PhD programs require a master’s degree as part of the degree progress that allows those students access to internships. The College of Liberal Arts instituted a program this year that allows departments to compete for special stipends of $25,000 potentially for four years, and Psychology was successful in getting one of those. We do extremely well in getting diversity and merit awards but the sad fact is that most of our doctoral students are poorly funded by national standards and that hurts us considerably in trying to recruit the best students. As a Department Head I have not been impressed with the University’s commitment to increasing funding for graduate students. I don’t believe that there are creative solutions to be found here. Either we can provide the dollars to be competitive or we can’t.

Other items discussed in the post-review meeting:

The external review team also talked about ways to strengthen several programs such as Cognitive Psychology and Industrial/Organizational Psychology. The latter doctoral program, for example, consistently ranks 11th in national surveys of prominence. An additional hire in that
area would easily raise that program into the top ten. But there are no faculty lines available for such a hire, nor is there any indication that there will be such a line in the near future.

In the Social Psychology area we have 11 faculty, 8 of whom are assistant professors, with 7 of those having been hired in the past two years. The two full professors and one associate professor in this area have not assumed a comprehensive mentoring role. Despite considerable thought, we have as yet failed to come up with a plan to mentor these young faculty members.

Our undergraduate advising program consists of 3.5 persons who have the responsibility for advising 2,000 majors and minors (including Neuroscience minors). Although understaffed and overworked, this small group performs at an outstanding level as evidence by their receipt this year of the CLASS Award from the College of Liberal Arts, the one team award given by the College each year.

In summary, although we have made some progress, lack of adequate space continues to be a serious detriment to our advancement as does the situation for graduate student funding. We have been asked to do more with less for a long time. I can’t envision how we can do more.
Appendix G:
Area requirements for doctoral programs
**Clinical Doctoral Program Guidelines**

### First Year

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>credit</th>
<th>Spring Semester</th>
<th>credit</th>
<th>Summer Sessions</th>
<th>credit</th>
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<tr>
<td>Psychopathology (PSYC 626)</td>
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<td>Intro. to Clinical Ethics &amp; Techniques (PSYC 608)</td>
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<td>Department Breadth Course</td>
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<tr>
<td>Assessment 1 (PSYC 623)</td>
<td>3</td>
<td>Clinical Interventions 1 (PSYC 637)</td>
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<td>or Research (PSYC 691)</td>
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<td>Experimental Psychology (PSYC 607)</td>
<td>3</td>
<td>Exp. Design for Behavioral Scientists (PSYC 671)</td>
<td>3</td>
<td>or Elective</td>
<td>3</td>
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<tr>
<td>Research (PSYC 691)—Dr. Samuelson</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>Submit M.S. degree plan to OGS: mid-Spring</em></td>
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<td></td>
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<tr>
<td>PSYC 691 = S/U grade; PSYC 685 = letter grade</td>
<td>10</td>
<td><em>(include only 8 credits of PSYC 691 Research and only 12 credits combined of PSYC 685 &amp; PSYC 691)</em></td>
<td>9</td>
<td>10-week Sessions—if receiving full Summer dept. funding</td>
<td>6</td>
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**Second Year**

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<tr>
<th>Fall Semester</th>
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<th>Summer Sessions</th>
<th>credit</th>
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<tr>
<td>Clinical Interventions 2 (PSYC 638)</td>
<td>3</td>
<td>Assessment 2 (PSYC 624)</td>
<td>3</td>
<td>Assessment Practicum (PSYC 613)</td>
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<td>Department Breadth Course or Elective</td>
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<td>Department Breadth Course or Elective</td>
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<td>Intervention Practicum (PSYC 614)</td>
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<tr>
<td>Interventions Practicum (PSYC 614)</td>
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<td>Interventions Practicum (PSYC 614)</td>
<td>1</td>
<td>Directed Studies (PSYC 685)</td>
<td>1 or 4</td>
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<tr>
<td></td>
<td></td>
<td><em>32 credits here and above go on M.S. degree plan</em></td>
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<td></td>
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<tr>
<td>Directed Studies (PSYC 685) *</td>
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<td>Directed Studies (PSYC 685)</td>
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<td>or Department Breadth Course or Elective</td>
<td>3</td>
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**Complete 1st Year Project: early Oct.**

**Complete Thesis Proposal: Sept. 30th**

*(or delay seeing Clinic clients)*

<table>
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<tr>
<th></th>
<th>9</th>
<th></th>
<th>9</th>
<th>10-week Sessions—if receiving full Summer dept. funding</th>
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161
### Third Year

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<th>Fall Semester</th>
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<th>Summer Sessions</th>
<th>credit</th>
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<td>Elective or Department Breadth Course</td>
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<td>Elective or Department Breadth Course</td>
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<td>Assessment Practicum (PSYC 613)</td>
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<td>Elective</td>
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<td>Assessment Practicum (PSYC 613)</td>
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<td>Assessment Practicum (PSYC 613)</td>
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<td>or Department Breadth Course or Elective</td>
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<td>Research (PSYC 691)</td>
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<td>Research (PSYC 691)</td>
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<td>6 credits total across combination of SS1, SS2, and/or</td>
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**Complete Thesis Defense: Sept. 30th**

**Submit Ph.D. degree plan to OGS: mid-Feb.**

10-week Sessions—if receiving full Summer dept. funding 6

| (or suspend seeing Clinic clients) | 9 | Complete Preliminary Exam: May 31st | 9 | Complete Preliminary Exam: Aug. 31st | (to apply for internship) |
| (or only research hours until completed) | | | | |

### Fourth Year

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<tr>
<th>Fall Semester</th>
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<th>credit</th>
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<td>Elective</td>
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<td>Elective</td>
<td>3</td>
<td>Research (PSYC 691) *</td>
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<td>or Professional Internship (PSYC 684)-zero credit option</td>
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<td>Research (PSYC 691)</td>
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<td>and possibly Research (PSYC 691)</td>
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<tr>
<td>Assessment Practicum (PSYC 613)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Research (PSYC 691)</td>
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<td><strong>Complete Final Exam/Dissertation Defense:</strong></td>
<td>* 6 credits total across combination of SS1, SS2, and/or</td>
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<tr>
<td></td>
<td></td>
<td><strong>May 31st or in June</strong></td>
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</tr>
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</table>

9 | (strongly preferred) | 9 | **10-week Sessions—ONLY if receiving full Summer dept. funding AND in-residence / on-campus** | 0-6 |
Students are required to complete 12 credits of PSYC 614 (Clinical Interventions Practicum) and/or PSYC 613 (Assessment Practicum) on their degree plan before leaving for internship. Typically, 1 credit of PSYC 614 is taken each semester starting the FALL of a student’s second year in the program. Typically, PSYC 613 credits are started SUMMER of a student’s second year in the program, after completing Assessment 2 (PSYC 624). It is acceptable for a student to take only PSYC 613 credit and no PSYC 614 credit in a given semester if training includes only Assessment Practicum and no therapy/interventions cases are active on a student’s caseload (and vice versa). At least 5 of the 12 required credits must include both PSYC 614 and PSYC 613 (e.g., 7 credits PSYC 614 and 5 credits PSYC 613; or 5 credits PSYC 614 and 7 credits PSYC 613; or any combination summing to 12 credits total between both, with minimum 5 credits in either).
# Industrial/Organizational Doctoral Program Guidelines

96 hours required for the Ph.D.
64 hours required for the Ph.D. if you have already earned a Master’s degree (32 hours of credit)

<table>
<thead>
<tr>
<th>Hours</th>
<th>Semester Completed</th>
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## 6 Hours Psychology Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester</th>
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<tbody>
<tr>
<td>PSYC 603: Motivation/Cognition</td>
<td>3</td>
<td>Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 615: Perception</td>
<td>3</td>
<td>Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 619: History and Systems of Psychology</td>
<td>3</td>
<td>Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 609: Physiological</td>
<td>3</td>
<td>Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 606: Learning</td>
<td>3</td>
<td>Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 626: Psychopathology</td>
<td>3</td>
<td>Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 634: Developmental</td>
<td>3</td>
<td>Fall 1st yr</td>
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## 12 Hours Research Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 607: Experimental Psychology</td>
<td>3</td>
<td>Fall 1st yr</td>
</tr>
<tr>
<td>PSYC 671: Experimental Design for Behavioral Sciences</td>
<td>3</td>
<td>Spring 1st yr</td>
</tr>
<tr>
<td>PSYC 673: Psychometric Theory &amp; Methods</td>
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<td>Fall 2nd yr</td>
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<tr>
<td>PSYC 672: Factor Analysis (or)</td>
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<td>Spring 2nd yr</td>
</tr>
<tr>
<td>PSYC 674: Covariance Structure Models and Causal Analysis</td>
<td>3</td>
<td>Spring 2nd yr</td>
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## 18 Hours I/O Program Requirements

<table>
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<tr>
<th>Course</th>
<th>Hours</th>
<th>Semester</th>
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<tr>
<td>*PSYC 610: Organizational Psychology</td>
<td>3</td>
<td>Fall 1st yr or Fall 2nd yr</td>
</tr>
<tr>
<td>*PSYC 611: Personnel Psychology</td>
<td>3</td>
<td>Fall 1st yr or Fall 2nd yr</td>
</tr>
<tr>
<td>**PSYC 680: Seminar in Organizational Psychology (e.g., organizational commitment, team performance; occupational health psychology, workplace abuse and mistreatment, stigmatized social identities in the workplace)</td>
<td>6</td>
<td>Spring 1st yr and/or Spring 2nd yr</td>
</tr>
<tr>
<td>**PSYC 682: Seminar in Personnel Psychology (e.g., criteria, performance appraisal/management, advanced personnel selection and placement, training and development in organizations, individual differences)</td>
<td>6</td>
<td>Spring 1st yr and/or Spring 2nd yr</td>
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## 6 Hours Electives from Other Departments

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EPSY 625: Test Construction</td>
<td>6</td>
</tr>
<tr>
<td>INEN 611: Arbitration Procedures in Work Practices</td>
<td>6</td>
</tr>
<tr>
<td>INEN 632: Human Factors Engineering in System Design</td>
<td>6</td>
</tr>
<tr>
<td>MGMT 624: Human Resource Management</td>
<td>6</td>
</tr>
<tr>
<td>MGMT 634: Seminar in Organizational Behavior</td>
<td>6</td>
</tr>
<tr>
<td>MGMT 636: Seminar in Organizational Theory</td>
<td>6</td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
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<tr>
<td>---------------------------------------------</td>
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<tr>
<td>MGMT 689: Special Topics (e.g., Work Motivation)</td>
<td></td>
</tr>
<tr>
<td>SOCI 608: Social Organization</td>
<td></td>
</tr>
<tr>
<td>SOCI 635: Sociology of Complex Organizations</td>
<td></td>
</tr>
<tr>
<td>STAT 608: Least Squares &amp; Regression</td>
<td></td>
</tr>
<tr>
<td>STAT 636: Methods in Multivariate Analysis</td>
<td></td>
</tr>
<tr>
<td>STAT 651: Statistics in Research I</td>
<td></td>
</tr>
<tr>
<td>STAT 652: Statistics in Research II</td>
<td></td>
</tr>
<tr>
<td><strong>6 Hours Master's Thesis</strong></td>
<td></td>
</tr>
<tr>
<td>PSYC 691: Research</td>
<td>6</td>
</tr>
<tr>
<td><strong>12 Hours Doctoral Dissertation</strong></td>
<td></td>
</tr>
<tr>
<td>PSYC 691: Research</td>
<td>12</td>
</tr>
<tr>
<td><strong>36 Hours Electives</strong></td>
<td></td>
</tr>
<tr>
<td>**PSYC 691: First Year Doctoral Colloquium</td>
<td>1</td>
</tr>
<tr>
<td>PSYC 689: Special Topics (e.g., Psychology of Stereotyping, Prejudice, and Discrimination)</td>
<td></td>
</tr>
<tr>
<td>Electives/Research</td>
<td>35</td>
</tr>
</tbody>
</table>

*These courses are required of all students regardless of previous education. PSYC 607 and 671 are also strongly encouraged regardless of previous education.

**To receive course waivers for required department courses for graduate courses you have taken at other institutions, you need to have the professor who typically teaches the course at TAMU review your previous course syllabus and approve it for having adequate overlap. See the Graduate Advisor for more details on course waivers.

**Note.** The semester in which courses are offered are subject to change. There are no guarantees that these courses will be offered as depicted.
General Psychology Program Curriculum

The General Psychology program requires a minimum of 96 graduate credit hours in the Department of Psychology. Core courses, statistics courses, and courses taken in the Department of Psychology that apply toward the requirements for the area concentration, can be counted toward the 30 hour minimum required formal course work. Within the General Psychology program, students will concentrate within one area of specialization, as described below.

Behavioral & Cellular Neuroscience (BCN) Program Guidelines:

The following courses are required for a Ph.D. in Psychology (a minimum of 96 graduate hours). Courses taken at another institution can only be used to fulfill the department requirements if the course has been reviewed and approved by a member of the TAMU Psychology Department who regularly teaches the course (written documentation required). See Graduate Advisor for more details on the course waiver process.

BCN Area Requirements:

- PSYC 606 – Learning (1st yr.)
- PSYC 609 – Physiological (1st yr.)

Statistics Requirements:

- PSYC 607 – Experimental Psychology (1st yr.)
- PYSC 671 – Experimental Design for Behavioral Scientists (1st yr.)

Breadth Requirements in Psychology* (select two):

- PSYC 603 – Motivation and Cognitive Processes
- PSYC 615 – Perceptual Processes
- PSYC 620 – Social
- PSYC 622 – Emotions: Neuroscience, Cognitive and Social Approaches
- PSYC 630 – Health Psychology and Behavioral Medicine
- PSYC 634 – Principles of Human Development
- PSYC 650 – Clinical Psychopharmacology
- PSYC 689 – Special Topics in ...

*Other courses may be used with the permission of the student’s PhD advisory committee.

Advanced Topics in Behavioral Neuroscience:

- PSYC 635 – Behavioral and Cellular Research Seminar
- PSYC 649 – Seminary in Behavioral Neuroscience
Note: PSYC 635 and 649 may be taken multiple times

**Neuroscience/Non-Psychology Coursework** *(12+ hours):

NRSC 601 – Principles of Neuroscience I
(recommended; 2nd yr.)
NRSC 602 – Principle of Neuroscience II
(recommended; 2nd yr.)
NRSC 603 – Neuroanatomy
NRSC 604 – Biomedical Neuroendocrinology and Endocrine Disorders
NRSC 605 – Neuroanatomical Systems
NRSC 611 – Molecular Biology of Differentiation and Development
NRSC 616 – Advanced Developmental Neurotoxicology
NRSC 621 – Functional Neuroanatomy
NRSC 633 – Neuropsychopharmacology
NRSC 634 – Comparative Neurobiology
NRSC 635 – Biological Clocks
NRSC 636 – Signaling in Behavior and Development
NRSC 640 – Neurobiology
NRSC 641 – Principles of Neuropsychology
NRSC 644 – Neural Development
NRSC 681 – Seminar
NRSC 698 – Behavior, Genes, and Evolution

*Other courses may be used with the permission of the Student’s Advisory Committee.

Research Hours: PSYC 685/691

**Cognition & Cognitive Neuroscience (CCN) Program Guidelines:**

**Course Requirements:**

Students are **required** to take 9 credit hours of classes per semester.

Students are **required** to take the following courses:

- Two statistics courses (PSYC 607, 671; 6 hours)
- Six cognitive psychology/cognitive neuroscience courses (PSYC 603-Motivation and Cognitive Processes, plus five other classes such as the ones listed below; 18 hours)
- Two PSYC courses outside of CCN (6 hours) in another area of psychology – departmental breadth requirement
- Professional Seminar in Cognition and Cognitive Neuroscience** (PSYC 690 “Cognoscenti”, 2 hours)
- PSYC 691 seminar (1 hour; first semester of Year 1)
** Students are required to give 1 oral presentation each year in Professional Seminar (PSYC 690).

As part of the required 6 CCN psychology courses, it is strongly recommended that PSYC 603 be taken in the first semester of Year 1.

List of Cognition and Cognitive Neuroscience Courses Regularly taught (additional courses may be taken with the permission of the student’s advisor):

PSYC 603 (Motivation and Cognitive Processes/Cognitive Psychology)
PSYC 615 (Perceptual Processes)
PSYC 634 (Principles of Human Development)
PSYC 636 (Cognitive Development)
PSYC 689s (on topics such as Decision Making, Psycholinguistics, Memory, Knowledge, Aging and Cognition, Attention, fMRI data analysis, and Motor Control)

Social & Personality Psychology Program Guidelines:

Program Requirements and Timelines

Courses:

Students are required to take 9 credit hours per semester and are required to successfully complete the following courses:

Two department-level statistics (PSYC 607, 671) courses (6 credits)
Six social psychology courses (18 credits; Theories of Social Psych (PSYC 620), Advanced Methods in Social Psychology; plus at least four other courses)
Two psychology courses outside of social (6 credits)
Professional Seminar in Social Psychology (i.e., PSYC 670 “brown bag”, 2 credits)
First-year grad student colloquium seminar (1 credit in the first semester of Year 1)

** Students are required to give 1 oral presentation each year in Professional Seminar (PSYC 670).

As part of the required 6 social psychology courses, it is strongly recommended that PSYC 620 be taken in the first semester of Year 1.

Students must discuss their class selections with their primary advisor each semester. This will aid students in selecting classes that are best suited for their career goals. The advisor may adjust these requirements (e.g., to ensure that the student registers for the appropriate number of total credits) and may require that the student take additional classes beyond the requirements outlined here. The following is an example schedule of courses that would fulfill
the requirements (due to faculty teaching schedules, students may need to modify this schedule in order to take social or out-of-area courses that coincide with their interests).

Sample schedule/timeline

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) <strong>PSYC 620</strong> - Theories of Social Psy</td>
<td>1) Advanced Research Methods*</td>
<td>1) Out-of-area course (3)</td>
<td>Research</td>
<td>Research</td>
</tr>
<tr>
<td>2) <strong>PSYC 607</strong> – Experimental Psych</td>
<td>2) Social psych course (3) Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Grad student seminar (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) <strong>PSYC 670</strong> - Professional Seminar (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Social psych course (3)</td>
<td>1) Social psych course (3)</td>
<td>1) Out-of-area course (3)</td>
<td>Research</td>
<td>Research</td>
</tr>
<tr>
<td>2) <strong>PSYC 671</strong> - Exp Design Behav Scien</td>
<td>2) Social psych course (3) Research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) <strong>PSYC 670</strong> - Professional Seminar (2)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4) Research (1)</td>
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</tr>
</tbody>
</table>

*It is also recommended that Advanced Methods in Social Psychology be taken in the first three years.

Social area courses include: Personality, Emotions/Affective Science, The Self, Cultural Psychology, Stereotypes & Prejudice, Self-Regulation, and Judgment and Decision Making. Additional courses might be offered as PSYC 621s or PSYC 689s based on faculty expertise and student interest.

In the above example schedule of courses, “Research” is taken as PSYC 685 or 691. Prior to the third year, students may take only 8 credits of PSYC 691. Students should take a total of 12 hours of 691 and 685 for the terminal master’s degree. Students can also register for the Professional Seminar in years 2-5 as needed. Students might also register for the department-level PSYC 697 Teaching of Psychology.

At 9 hours per semester and 10 semesters, students will have 90 credit hours. Students should also register for some research hours in summer in order to fulfill the 96-hour PhD requirement. (Registration in summer is required for students obtaining summer funding.) For the PhD, 96 hours are needed. Many of these credits will be completed in research.

Students entering the program with a Master’s degree may petition to have the class requirements reduced. However, the decision on class requirement reduction rests jointly with the advisor and the psychology department graduate coordinator.
Appendix H:
Graduate course catalogue
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 603</td>
<td>Motivation and Cognitive Processes</td>
<td>3.3 Lecture Hours.</td>
<td></td>
<td>Selected topics in areas of motivation and higher mental processes; symbolic processes in perceptual organization; learning and remembering, reasoning and creativity.</td>
</tr>
<tr>
<td>PSYC 605</td>
<td>Memory and Consciousness</td>
<td>3.3 Lecture Hours.</td>
<td></td>
<td>Research on consciousness and memory; all levels of conscious awareness associated with memory retrieval from detailed personal experiences of remembering to unaware uses of memory; implicit and explicit memory; automatic and controlled processes; metacognitive explorations of consciousness. Prerequisite: Graduate classification or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 606/NRSC 606</td>
<td>Learning</td>
<td>3.3 Lecture Hours.</td>
<td></td>
<td>Procedural and theoretical issues in study of basic learning mechanisms in animals and humans, including Pavlovian and instrumental conditioning. Application of this work to other domains and relevant biological mechanisms also discussed. Prerequisite: PSYC 340/NRSC 340 or approval of instructor. Cross Listing: NRSC 606/PSYC 606.</td>
</tr>
<tr>
<td>PSYC 607</td>
<td>Experimental Psychology</td>
<td>3.2 Lecture Hours. 3 Lab Hours.</td>
<td></td>
<td>Experimental methods; developing a general frame of reference for approaching experimental research problems.</td>
</tr>
<tr>
<td>PSYC 608</td>
<td>Introduction to Clinical Ethics and Techniques</td>
<td>3.3 Lecture Hours.</td>
<td></td>
<td>Ethical and legal issues in clinical practice; development of listening and interpretation skills; supervised practicum in interviewing non-clinical subjects; structured role-play of clinical situations. Prerequisite: Approval of instructor.</td>
</tr>
<tr>
<td>PSYC 609/NRSC 609</td>
<td>Physiological Psychology</td>
<td>3.2 Lecture Hours. 3 Lab Hours.</td>
<td></td>
<td>Current research and methodological procedures on physiological bases of sensation-perception, memory and learning, arousal-sleep-attention, emotions and motivation. Prerequisite: PSYC 335/NRSC 335. Cross Listing: NRSC 609/PSYC 609.</td>
</tr>
<tr>
<td>PSYC 610</td>
<td>Organizational Psychology</td>
<td>3.3 Lecture Hours.</td>
<td></td>
<td>Current literature and research in employee motivation, satisfaction, leadership, communication, group conflict and other group processes.</td>
</tr>
<tr>
<td>PSYC 611</td>
<td>Personnel Psychology</td>
<td>3.3 Lecture Hours.</td>
<td></td>
<td>Application of psychological principles and research methods to the areas of selection, placement, job analysis, performance appraisal and training. Prerequisites: PSYC 351 or equivalent and graduate classification or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 613</td>
<td>Practicum in Psychological Assessment</td>
<td>1 to 4. 1 to 4 Other Hours.</td>
<td></td>
<td>Application of psychological assessment across the life-span; assessment of cognitive, intellectual, academic, and memory abilities and adaptive behavior; assessment of personality, behavioral style, and systems/environment; integration of assessment measures in comprehensive psychological evaluations; attendance required at Practicum Seminar designed to integrate research, coursework, and applied training and supervisory instruction from a faculty supervisor; at least 3 credits and no more than 18 credits applied to degree plan. Prerequisites: PSYC 623 and PSYC 624, or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 614</td>
<td>Practicum in Psychology</td>
<td>1 to 6. 1 to 6 Other Hours.</td>
<td></td>
<td>Practical on-the-job experience for graduate students. Activities will be guided by psychologists in the following areas: behavior modification, social, clinical, experimental and industrial. Supervision will be provided by members of University staff. May be taken more than once but not to exceed 18 hours of credit toward a graduate degree. Prerequisite: Approval of instructor.</td>
</tr>
<tr>
<td>PSYC 615/NRSC 615</td>
<td>Perceptual Processes</td>
<td>3.3 Lecture Hours.</td>
<td></td>
<td>Complex sensory and perceptual phenomena with emphasis on the relationship between perception and motivation, cognition, creativity and instinctive/ethological; learning/experiential factors in higher level perceptual processes. Cross Listing: NRSC 615/PSYC 615.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Hours</td>
<td>Description</td>
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</tr>
<tr>
<td>PSYC 616</td>
<td>Treatment of Problem Behavior in Children and Families</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Current methods of treating families with children displaying aggressive, hyperactive, underachieving and other problem behaviors in natural settings; behavior of children and adolescents at home, school and at play.</td>
</tr>
<tr>
<td>PSYC 617</td>
<td>Analytical Psychology</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Survey emphasizing Jungian psychology but including coverage of Freudian psychology; application of analytical principles and concepts to a variety of clinical issues and situations.</td>
</tr>
<tr>
<td>PSYC 618</td>
<td>Psychology of Persuasion</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Theory and scientific evidence regarding strategies and tactics of persuasion; explores theoretical controversies and presents potential integrations.</td>
</tr>
<tr>
<td>PSYC 619</td>
<td>History and Systems of Psychology</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Historical examination of scientific psychology's antecedents in philosophy and physiology; early systems of psychology including structuralism, functionalism, behaviorism, Gestalt psychology and psychoanalysis.</td>
</tr>
<tr>
<td>PSYC 620</td>
<td>Theories of Social Psychology</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Current theories of social psychology and a review of related studies to these theories; theories of attitude change, prosocial behavior, aggression, equity, coalition formation, social learning and S-R theory applied to social behavior.</td>
</tr>
<tr>
<td>PSYC 621</td>
<td>Seminar in Social Psychology</td>
<td>3.3</td>
<td>Other Hours</td>
<td>Attitudes and persuasion; small group interaction and performance; prosocial behavior; aggression; self concept; applied social problems; gender differences in social interaction; and social cognition. May be repeated up to three times for credit.</td>
</tr>
<tr>
<td>PSYC 622</td>
<td>Affective Science</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Overview of theories and approaches in the interdisciplinary field of affective science; historical and contemporary approaches focused on emotional and affective processes.</td>
</tr>
<tr>
<td>PSYC 623</td>
<td>Psychological Assessment I</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Principles of psychological testing; uses and critical evaluation of tests of achievement, intelligence, aptitude and personality.</td>
</tr>
<tr>
<td>PSYC 624</td>
<td>Psychological Assessment II</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Theory and application of psychological assessment of children, adolescents, and adults; assessment of cognitive, intellectual, academic, and memory abilities and adaptive behavior; integration of assessment measures in comprehensive psychological evaluations.</td>
</tr>
<tr>
<td>PSYC 626</td>
<td>Psychopathology</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Various symptom categories in psychopathology including differing theoretical conceptualizations of these symptom categories, and theories and research concerning etiology and treatment.</td>
</tr>
<tr>
<td>PSYC 627</td>
<td>Psychological Assessment of Children and Adolescents</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Theory and application of psychological assessment of toddlers, children, and adolescents; assessment of cognitive, intellectual, academic, and memory abilities and adaptive behavior; assessment of personality, behavioral style, family functioning, and child-focused systems; integration of assessment measures in comprehensive psychological evaluations.</td>
</tr>
<tr>
<td>PSYC 628</td>
<td>Behavior Disorders in Children</td>
<td>3.3</td>
<td>Lecture Hours</td>
<td>Different systems of classification including research and theory about the origins and anticipated outcomes of various emotional disorders; families of disturbed children; major treatment approaches and community resources for intervention.</td>
</tr>
<tr>
<td>Course Number</td>
<td>Course Title</td>
<td>Credits</td>
<td>Hours</td>
<td>Description</td>
</tr>
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</tr>
<tr>
<td>PSYC 629</td>
<td>Seminar in Clinical/Community Psychology</td>
<td>3.3</td>
<td>3</td>
<td>Assessment and treatment of specific clinical disorders such as depression, sexual dysfunctions and deviations, anxiety-based disorders, autism, marital distress and psychophysiological disorders. May be repeated up to three times for credit. Prerequisites: PSYC 608 and PSYC 626; PSYC 623 or equivalent.</td>
</tr>
<tr>
<td>PSYC 630</td>
<td>Health Psychology and Behavioral Medicine</td>
<td>3.3</td>
<td>3</td>
<td>Theory, research and practice of health psychology emphasizing the prevention and modification of health compromising behaviors; psychological management of stress, pain and chronic/terminal illness; effective interventions for specific health behaviors/disorders. Prerequisite: Graduate classification.</td>
</tr>
<tr>
<td>PSYC 633</td>
<td>Gender and Minority Issues in Clinical Psychology</td>
<td>3.3</td>
<td>3</td>
<td>Human behavior and mental health as a function of culture, gender and sexual orientation; discussion of absolutist, relativist and universalist perspectives in cross-cultural psychology; psychology of stereotype and prejudice; adjustment through acculturation and biculturalism; learning about our own and other cultures.</td>
</tr>
<tr>
<td>PSYC 634</td>
<td>Principles of Human Development</td>
<td>3.3</td>
<td>3</td>
<td>Biological, psychological and cultural interrelationships in human development; principles and methods as illustrated in research and theoretical contributions; experiences in procedures of child study. Prerequisite: Graduate classification.</td>
</tr>
<tr>
<td>PSYC 635</td>
<td>Behavioral and Cellular Research Seminar</td>
<td>2.2</td>
<td>2</td>
<td>Expose graduate students to neuroscience research, theory, and proposal development; research presentations by guest speakers, faculty, and graduate students; Discussions, readings and presentations on issues related to research design, statistics, methodology, ethics, IACUC, grant writing, presentation skills, job talks, and other relevant topics. May be taken four times for credit. Prerequisite: Graduate classification.</td>
</tr>
<tr>
<td>PSYC 636</td>
<td>Seminar in Developmental Psychology</td>
<td>3.3</td>
<td>3</td>
<td>Cognitive development; social and emotional development; developmental abnormalities in connection with social/emotional and cognitive development; language acquisition; family processes; and development during infancy; recent developments in these fields. Topics will vary from semester to semester; may be repeated for credit up to three times as topics change. Prerequisite: Graduate classification.</td>
</tr>
<tr>
<td>PSYC 637</td>
<td>Clinical Interventions I</td>
<td>3.3</td>
<td>3</td>
<td>Theory, research and techniques related to evidence-based behavioral and cognitive-behavioral approaches to clinical interventions; ethical, professional, multicultural and history/systems issues in therapeutic psychological interventions. Prerequisite: Enrollment in Clinical Psychology Graduate Program or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 638</td>
<td>Clinical Interventions II</td>
<td>3.3</td>
<td>3</td>
<td>Theory, research, and techniques related to evidence-based interpersonal, psychodynamic, group therapy, and family therapy approaches to clinical interventions; ethical, professional, multicultural, and history/systems issues in therapeutic psychological interventions. Prerequisite: Enrollment in Clinical Psychology Graduate Program or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 639</td>
<td>Pediatric Psychology</td>
<td>3.3</td>
<td>3</td>
<td>Application of clinical/counseling/school psychology to children and adolescents with chronic illnesses or disabilities and their families; theoretical foundations and models for consultation, assessment and intervention strategies; unique ethical and professional issues associated with research and service delivery in child health psychology/pediatric behavioral medicine. Prerequisite: Approval of instructor.</td>
</tr>
<tr>
<td>PSYC 640</td>
<td>Personality Psychology</td>
<td>3.3</td>
<td>3</td>
<td>Research on personality structure, process and development covering all levels of individuality from traits to goals/motives to narrative identities; research methods including factor analysis; connections between personality research and other major areas of psychology including developmental, clinical, organizational and social.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Type</td>
<td>Prerequisite/Restriction</td>
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<td>-------------</td>
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</tr>
<tr>
<td>PSYC 649/NRSC 649</td>
<td>Seminar in Behavioral Neuroscience</td>
<td>3</td>
<td>Lecture</td>
<td>Graduate classification or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 650/NRSC 650</td>
<td>Clinical Psychopharmacology</td>
<td>3</td>
<td>Lecture</td>
<td>Prerequisite: Graduate classification or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 670</td>
<td>Professional Seminar in Social Psychology</td>
<td>2</td>
<td>Lecture</td>
<td>Survey of recent theoretical, methodological and empirical developments in social psychology; different topics each semester will include theory and research on attitudes and persuasion, social cognition, interpersonal relationships, group processes, social development, and personality and social behavior. May be taken for credit up to eight times.</td>
</tr>
<tr>
<td>PSYC 675</td>
<td>Clinical Psychology and the Legal System</td>
<td>3</td>
<td>Lecture</td>
<td>Survey of theoretical and applied topics relevant to clinical psychology in the legal system; includes assessment of adjudicative competence, criminal responsibility and risk assessment; correctional psychology and offender rehabilitation.</td>
</tr>
<tr>
<td>PSYC 678/CPSY 678</td>
<td>Couples Therapy</td>
<td>3</td>
<td>Lecture</td>
<td>Theory and practice of marital therapy emphasizing systems and communication approaches; effective strategies and techniques; therapy with specific marital problems and obstacles to effective therapy.</td>
</tr>
<tr>
<td>PSYC 680</td>
<td>Seminar in Organizational Psychology</td>
<td>3</td>
<td>Other</td>
<td>Areas of organizational psychology: job stress, socialization processes, motivation, leadership, person perception in organizations, conflict management. May be repeated up to five times for credit; content will vary by semester.</td>
</tr>
<tr>
<td>PSYC 681</td>
<td>Industrial/Organizational Psychology</td>
<td>1-3</td>
<td>Lecture</td>
<td>Both research and applied colloquia provided by I/O psychologists and individuals in related disciplines.</td>
</tr>
<tr>
<td>PSYC 682</td>
<td>Seminar in Personnel Selection and Placement</td>
<td>3</td>
<td>Other</td>
<td>Personnel selection and placement including job analysis and evaluation, psychological testing, test development, psychometric theory, theories of test fairness, validity generalization, utility theory, performance appraisal and selection/placement decision models. May be repeated up to five times for credit; content will vary by semester.</td>
</tr>
<tr>
<td>PSYC 684</td>
<td>Professional Internship</td>
<td>0-12</td>
<td>Other</td>
<td>Full-time clinical experience in a departmentally-approved internship training facility. Limited to advanced doctoral students specializing in clinical psychology. May be taken up to 12 hours total.</td>
</tr>
<tr>
<td>PSYC 685</td>
<td>Directed Studies</td>
<td>1-4</td>
<td>Other</td>
<td>Directed individual study of selected problem in psychology or special topics to fit small group requirements.</td>
</tr>
</tbody>
</table>

34 PSYC 649/NRSC 649 Seminar in Behavioral Neuroscience Credits 3. 3 Lecture Hours. Behavioral neuroscience; including behavioral pharmacology, neuropharmacology, methods and techniques, drug reinforcement, behavioral toxicology, pain perception and ingestive behavior. May be repeated up to three times for credit. 
Prerequisites: PSYC 606/NRSC 606 or equivalent; PSYC 609/NRSC 609; graduate classification. 
Cross Listing: NRSC 649/PSYC 649.

35 PSYC 650/NRSC 650 Clinical Psychopharmacology Credits 3. 3 Lecture Hours. Survey of topics in clinical psychopharmacology, including pharmacodynamics, major neurotransmitter systems, and therapeutic applications and limitations. 
Prerequisite: Graduate classification or approval of instructor. 
Cross Listing: NRSC 650/PSYC 650.

36 PSYC 670 Professional Seminar in Social Psychology Credits 2. 1 Lecture Hour. 2 Lab Hours. Survey of recent theoretical, methodological and empirical developments in social psychology; different topics each semester will include theory and research on attitudes and persuasion, social cognition, interpersonal relationships, group processes, social development, and personality and social behavior. May be taken for credit up to eight times. 
Prerequisite: Enrollment in the psychology PhD program.

37 PSYC 671/NRSC 671 Experimental Design for Behavioral Scientists Credits 3. 2 Lecture Hours. 3 Lab Hours. Intensive practical study of designs of special interest to behavioral scientists; repeated measures designs. 
Prerequisite: STAT 652 or equivalent. 
Cross Listing: NRSC 671/PSYC 671.

38 PSYC 675 Clinical Psychology and the Legal System Credits 3. 3 Lecture Hours. Survey of theoretical and applied topics relevant to clinical psychology in the legal system; includes assessment of adjudicative competence, criminal responsibility and risk assessment; correctional psychology and offender rehabilitation. 
Prerequisite: Approval of instructor.

39 PSYC 678/CPSY 678 Couples Therapy Credits 3. 3 Lecture Hours. Theory and practice of marital therapy emphasizing systems and communication approaches; effective strategies and techniques; therapy with specific marital problems and obstacles to effective therapy. 
Prerequisites: CPSY 631; CPSY 639 or equivalent. 
Cross Listing: CPSY 678/PSYC 678.

40 PSYC 680 Seminar in Organizational Psychology Credits 3. 3 Other Hours. Areas of organizational psychology: job stress, socialization processes, motivation, leadership, person perception in organizations, conflict management. May be repeated up to five times for credit; content will vary by semester. 
Prerequisite: PSYC 610 or approval of instructor.

41 PSYC 681 Industrial/Organizational Psychology Credits 1 to 3. 1 to 3 Lecture Hours. Both research and applied colloquia provided by I/O psychologists and individuals in related disciplines. 
Prerequisite: Graduate classification.

42 PSYC 682 Seminar in Personnel Selection and Placement Credits 3. 3 Other Hours. Personnel selection and placement including job analysis and evaluation, psychological testing, test development, psychometric theory, theories of test fairness, validity generalization, utility theory, performance appraisal and selection/placement decision models. May be repeated up to five times for credit; content will vary by semester. 
Prerequisite: PSYC 611 or approval of instructor.

43 PSYC 684 Professional Internship Credits 0 to 12. 0 to 12 Other Hours. Full-time clinical experience in a departmentally-approved internship training facility. Limited to advanced doctoral students specializing in clinical psychology. May be taken up to 12 hours total.

44 PSYC 685 Directed Studies Credits 1 to 4. 1 to 4 Other Hours. Directed individual study of selected problem in psychology or special topics to fit small group requirements. 
Prerequisite: Approval of instructor.
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture Hours</th>
<th>Prerequisite:</th>
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<td>PSYC 689</td>
<td>Special Topics in...</td>
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<td>1 to 4 Lecture Hours</td>
<td>Selected topics in an identified area of psychology. May be repeated for credit.</td>
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<tr>
<td>PSYC 690</td>
<td>Cognoscenti: Professional Issues in Cognitive Psychology</td>
<td>2</td>
<td>2</td>
<td>Introduce students to current themes in research, theory and practice in cognitive psychology; presentations by guest speakers from within and outside the University.</td>
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<tr>
<td>PSYC 691</td>
<td>Research</td>
<td>1 to 23</td>
<td>1 to 23 Other Hours</td>
<td>Graduate enrollment in psychology.</td>
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<tr>
<td>PSYC 696</td>
<td>Principles and Methods for Teaching in Psychology</td>
<td>3</td>
<td>3</td>
<td>Practical issues related to college teaching; reflection on and improvement of teaching skills; developing course objectives and teaching philosophies; improving teaching tools; understanding teaching-learning situations; advising students; ethics in teaching.</td>
</tr>
<tr>
<td>PSYC 697</td>
<td>Seminar in the Teaching of Introductory Psychology</td>
<td>3</td>
<td>3</td>
<td>Introductory methods relevant to teaching psychology; for graduate students assisting in the teaching of PSYC 107.</td>
</tr>
</tbody>
</table>

Prerequisite: Graduate classification.
Appendix I: Graduate Assessment Rubric
Dear Committee Member,

Please complete the table below with your ratings of the candidate’s successful completion of our dissertation learning objectives.

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
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<tr>
<td>Research Design</td>
<td></td>
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<tr>
<td>Statistical Analysis</td>
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<tr>
<td>Mastery of Field</td>
<td></td>
<td></td>
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<td>Critical Thinking</td>
<td></td>
<td></td>
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<tr>
<td>Presentation Skills</td>
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<td></td>
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<tr>
<td>Writing Quality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Name: _______________________________________

Signed: ______________________________________________

Printed Name: _______________________________________

Date: ______________________________
Appendix J:
Doctoral student placements from 2010-2016
<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Last</th>
<th>First</th>
<th>Institution (Highest Dept. Degree)</th>
<th>Job Title</th>
<th>Area</th>
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<tbody>
<tr>
<td>2010</td>
<td>Gable</td>
<td>Philip</td>
<td>University of Alabama (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>Social</td>
</tr>
<tr>
<td>2010</td>
<td>Huie</td>
<td>Russell</td>
<td>UC-San Francisco Medical School</td>
<td>Research Post-doc</td>
<td>BCN</td>
</tr>
<tr>
<td>2010</td>
<td>Limbers</td>
<td>Christine</td>
<td>Baylor University (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>Clinical</td>
</tr>
<tr>
<td>2010</td>
<td>Manzano</td>
<td>Isabel</td>
<td>Albuquerque, NM (community college)</td>
<td>Instructor</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2010</td>
<td>Mendez</td>
<td>Ian</td>
<td>UC-Irvine</td>
<td>Research Post-doc</td>
<td>BCN</td>
</tr>
<tr>
<td>2010</td>
<td>Olson</td>
<td>Wendy</td>
<td>St. Elizabeth's Hospital (Washington, DC)</td>
<td>Staff Psychologist</td>
<td>Clinical</td>
</tr>
<tr>
<td>2010</td>
<td>Rao</td>
<td>Chaitra</td>
<td>National Brain Research Institute</td>
<td>Research Post-doc</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2010</td>
<td>Simon</td>
<td>Nicholas</td>
<td>University of Pittsburgh</td>
<td>Research Post-doc</td>
<td>BCN</td>
</tr>
<tr>
<td>2010</td>
<td>Smith (Brower)</td>
<td>Tracy</td>
<td>TAMU</td>
<td>Lecturer</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>Tamez</td>
<td>Jeannine</td>
<td>Baylor College of Medicine</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
</tr>
<tr>
<td>2010</td>
<td>Watrous-Rodriguez</td>
<td>Kristen Michelle</td>
<td>St. Mary's University</td>
<td>Associate Professor</td>
<td>I/O</td>
</tr>
<tr>
<td>2010</td>
<td>Yu</td>
<td>N Yung</td>
<td>TAMU</td>
<td>Staff</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2011</td>
<td>Berrios-Hernandez</td>
<td>Mayra</td>
<td>VA Hospital, San Juan, PR</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2011</td>
<td>Carhart</td>
<td>Kathryn</td>
<td>Community Health Center, Inc.</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
</tr>
<tr>
<td>2011</td>
<td>Charles</td>
<td>Nora</td>
<td>UT Health Science Center--San Antonio</td>
<td>Research Post-doc</td>
<td>Clinical</td>
</tr>
<tr>
<td>2011</td>
<td>Chen</td>
<td>Jennie</td>
<td>Austin Community College</td>
<td>Adjunct, Assoc. Prof.</td>
<td>Social</td>
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<tr>
<td>2011</td>
<td>Fava</td>
<td>Eswen</td>
<td>U. Massachusetts-Amherst (PhD Program)</td>
<td>Research Post-doc</td>
<td>Cognitive</td>
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<tr>
<td>2011</td>
<td>Guillory</td>
<td>Jimmeka</td>
<td>Spelman College</td>
<td>Assistant Professor</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2011</td>
<td>Harmon-Jones</td>
<td>Cindy</td>
<td>Univ. of New South Wales</td>
<td>Research Post-doc</td>
<td>Social</td>
</tr>
<tr>
<td>2011</td>
<td>Hoy</td>
<td>Kevin</td>
<td>MetroHealth</td>
<td>Research Post-doc</td>
<td>BCN</td>
</tr>
<tr>
<td>2011</td>
<td>Hsueh</td>
<td>Annie</td>
<td>Harbor-UCLA Medical, Los Angeles</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
</tr>
<tr>
<td>2011</td>
<td>LaSarge-Jendro</td>
<td>Candi</td>
<td>Cincinnati Children's Hospital</td>
<td>Research Post-doc</td>
<td>BCN</td>
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<tr>
<td>2011</td>
<td>Puga</td>
<td>Denise</td>
<td>Ohio State University</td>
<td>Research Post-doc</td>
<td>BCN</td>
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<tr>
<td>2011</td>
<td>Vichaya</td>
<td>Elisabeth</td>
<td>M.D. Anderson Cancer Center</td>
<td>Research Post-doc</td>
<td>BCN</td>
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<tr>
<td>2012</td>
<td>Beus</td>
<td>Jeremy</td>
<td>Louisiana State University (College of Business, Dept. of Management)</td>
<td>Assistant Professor</td>
<td>I/O</td>
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<td>2012</td>
<td>Carpenter</td>
<td>Nichelle</td>
<td>Univ. of Illinois, Urbana-Champaign</td>
<td>Assistant Professor</td>
<td>I/O</td>
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<tr>
<td>2012</td>
<td>Fleary</td>
<td>Sasha</td>
<td>Tufts University</td>
<td>Assistant Professor</td>
<td>Clinical</td>
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<tr>
<td>2012</td>
<td>Glaze</td>
<td>Ryan</td>
<td>Pearson Corporation</td>
<td>Associate Research Scientist</td>
<td>I/O</td>
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<tr>
<td>2012</td>
<td>Henderson</td>
<td>Patti</td>
<td>TAMU College of Medicine--Temple</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2012</td>
<td>Hofford</td>
<td>Rebecca</td>
<td>University of Kentucky (Dept. of Psychology)</td>
<td>Research Post-doc</td>
<td>BCN</td>
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<tr>
<td>2012</td>
<td>Miller</td>
<td>Tyler</td>
<td>South Dakota State University</td>
<td>Assistant Professor</td>
<td>Cognitive</td>
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<tr>
<td>2012</td>
<td>Peterson</td>
<td>Carly</td>
<td>Minneapolis VA Hospital</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
</tr>
<tr>
<td>2012</td>
<td>Price</td>
<td>Tom</td>
<td>Univ. of New South Wales (PhD Program)</td>
<td>Research Post-doc</td>
<td>Social</td>
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<tr>
<td>Year</td>
<td>Name</td>
<td>Last Name</td>
<td>Institution and Department</td>
<td>Position</td>
<td>Area</td>
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<tr>
<td>2012</td>
<td>Ramirez</td>
<td>Ana</td>
<td>Cambridge Eating Disorder Center</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
</tr>
<tr>
<td>2012</td>
<td>Schurig</td>
<td>Ira</td>
<td>U.S. Special Operations Command-Air Force</td>
<td>Behavioral Scientist</td>
<td>I/O</td>
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<tr>
<td>2012</td>
<td>Smith</td>
<td>Jerrell</td>
<td>Brooke Army Medical Center--San Antonio</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2013</td>
<td>Clifford</td>
<td>Patrick</td>
<td>TAMU</td>
<td>Lecturer</td>
<td>BCN</td>
</tr>
<tr>
<td>2013</td>
<td>Diaz</td>
<td>Ismael</td>
<td>Angelo State University [Now Cal. State University, San Bernadino; Dept. of Psychology]</td>
<td>Assistant Professor</td>
<td>I/O</td>
</tr>
<tr>
<td>2013</td>
<td>Gasbarrini</td>
<td>Molly</td>
<td>California School of Professional Psychology (Los Angeles)</td>
<td>Assistant Professor</td>
<td>Clinical</td>
</tr>
<tr>
<td>2013</td>
<td>Kabins</td>
<td>Adam</td>
<td>Assess Systems</td>
<td>Consultant</td>
<td>I/O</td>
</tr>
<tr>
<td>2013</td>
<td>Lowmaster</td>
<td>Sara</td>
<td>Boston Univ. School of Medicine - Boston VA National Center for PTSD</td>
<td>Research Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2013</td>
<td>Thompson</td>
<td>Rebecca</td>
<td>Purdue University [Now Univ. of Baltimore, Dept. of Psychology]</td>
<td>Research Post-doc</td>
<td>I/O</td>
</tr>
<tr>
<td>2014</td>
<td>Alexander</td>
<td>Allison</td>
<td>ICF International (Fairfax, VA)</td>
<td>Senior Associate</td>
<td>I/O</td>
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<tr>
<td>2014</td>
<td>Angello</td>
<td>Genna</td>
<td>Michigan State University</td>
<td>Research Post-doc</td>
<td>Cognitive</td>
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<tr>
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<td>Bench</td>
<td>Shane</td>
<td>Washington State University</td>
<td>Research Post-doc</td>
<td>Social</td>
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<tr>
<td>2014</td>
<td>Cox</td>
<td>Jennifer</td>
<td>University of Alabama, Tuscaloosa (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>Clinical</td>
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<tr>
<td>2014</td>
<td>Hirsch</td>
<td>Kelly</td>
<td>Trial Partners, Inc. (Beverly Hills, CA)</td>
<td>Research Associate</td>
<td>Social</td>
</tr>
<tr>
<td>2014</td>
<td>Hirschkowitz</td>
<td>Amy</td>
<td>McMaster University (Ontario, Canada)</td>
<td>Research Post-doc</td>
<td>Developmental</td>
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<td>2014</td>
<td>Hughes</td>
<td>Matthew</td>
<td>Brandeis University</td>
<td>Research Post-doc</td>
<td>Cognitive</td>
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<td>Leong</td>
<td>Kah-Chung</td>
<td>Medical University of South Carolina</td>
<td>Research Post-doc</td>
<td>BCN</td>
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<tr>
<td>2014</td>
<td>Magyar</td>
<td>Melissa</td>
<td>Sam Houston State University (Dept. of Psychology &amp; Philosophy)</td>
<td>Assistant Professor</td>
<td>Clinical</td>
</tr>
<tr>
<td>2014</td>
<td>Munoz-Galvez</td>
<td>Gonzalo</td>
<td>Universidad Adolpho Ibanez (Santiago, Chile)</td>
<td>Assistant Professor</td>
<td>I/O</td>
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<tr>
<td>2014</td>
<td>Saenz</td>
<td>Janet</td>
<td>Children's Hospital (Los Angeles)</td>
<td>Clinical-Research Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2014</td>
<td>Stephenson</td>
<td>Kittredge</td>
<td>Menninger Clinic (Houston)</td>
<td>Clinical Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2014</td>
<td>Tidwell</td>
<td>Natasha</td>
<td>Fort Lewis College (Durango, CO) (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>Social</td>
</tr>
<tr>
<td>2014</td>
<td>Tosun</td>
<td>Sumeyra</td>
<td>Murat Hudavendigar University (Istanbul, Turkey) [Now at Suleyman Sah University, Dept. of Psychology, Turkey]</td>
<td>Assistant Professor / Dept. Head</td>
<td>Cognitive</td>
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<tr>
<td>2015</td>
<td>Balderrama-Durbin</td>
<td>Christina</td>
<td>Binghamton University (SUNY) (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>Clinical</td>
</tr>
<tr>
<td>2015</td>
<td>Barratt</td>
<td>Clare</td>
<td>Bowling Green State University (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>I/O</td>
</tr>
<tr>
<td>2015</td>
<td>Bowman</td>
<td>Casady</td>
<td>Johnson County Community College (Kansas)</td>
<td>Adjunct Professor</td>
<td>Cognitive</td>
</tr>
<tr>
<td>Year</td>
<td>Last Name</td>
<td>First Name</td>
<td>Current or Previous Position/Institution</td>
<td>Role or Title</td>
<td>Field</td>
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<tr>
<td>2015</td>
<td>Darbor</td>
<td>Kathleen</td>
<td>Hanover Research (Arlington, VA)</td>
<td>Senior Research Associate</td>
<td>Social</td>
</tr>
<tr>
<td>2015</td>
<td>Davis</td>
<td>William</td>
<td>Mt. Holyoke College (Dept. of Psychology)</td>
<td>Visiting Assistant Professor</td>
<td>Social</td>
</tr>
<tr>
<td>2015</td>
<td>Deshpande</td>
<td>Saurabh</td>
<td>Consulting Firm in Dallas/Ft. Worth area?</td>
<td>Consultant</td>
<td>I/O</td>
</tr>
<tr>
<td>2015</td>
<td>Fissette</td>
<td>Caitlin</td>
<td>U.S. Air Force (19th Medical Group, Mental Health Unit), Little Rock Air Force Base, Arkansas</td>
<td>Captain</td>
<td>Clinical</td>
</tr>
<tr>
<td>2015</td>
<td>Handy</td>
<td>Justin</td>
<td>Syracuse University</td>
<td>Research Post-doc</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2015</td>
<td>Hendricks</td>
<td>Joseph</td>
<td>TAMU (Health Sciences?)</td>
<td>Research Assistant</td>
<td>I/O</td>
</tr>
<tr>
<td>2015</td>
<td>Horner</td>
<td>Margaret</td>
<td>Not currently employed. Moved to Saudi Arabia.</td>
<td>Consultant</td>
<td>I/O</td>
</tr>
<tr>
<td>2015</td>
<td>Kelley</td>
<td>Nicholas</td>
<td>Northwestern University</td>
<td>Research Post-doc</td>
<td>Social</td>
</tr>
<tr>
<td>2015</td>
<td>Kim</td>
<td>Kayoung</td>
<td>University of Wisconsin, Fond du Lac (Dept. of Psychology &amp; Education)</td>
<td>Assistant Professor</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2015</td>
<td>Kroon Van Diest</td>
<td>Ashley</td>
<td>Cincinnati Children's Hospital Medical Center</td>
<td>Research/Clinical Post-doc</td>
<td>Clinical</td>
</tr>
<tr>
<td>2015</td>
<td>Lomeli</td>
<td>Laura</td>
<td>Walmart Stores</td>
<td>Consultant</td>
<td>I/O</td>
</tr>
<tr>
<td>2015</td>
<td>Lopez</td>
<td>Belem</td>
<td>University of Texas (Austin) (Center for Mexican-American Studies) [Now tenure-track faculty, Dept. of Mexican-American Studies, UT-Austin]</td>
<td>Assistant Professor</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2015</td>
<td>Naber</td>
<td>Andrew</td>
<td>RAND Corporation (Santa Monica, CA)</td>
<td>Behavioral Scientist</td>
<td>I/O</td>
</tr>
<tr>
<td>2015</td>
<td>Rasmussen</td>
<td>Jennifer</td>
<td>Home Depot</td>
<td>Consultant</td>
<td>I/O</td>
</tr>
<tr>
<td>2015</td>
<td>Silasi-Mansat</td>
<td>Crina</td>
<td>Stephens College (Columbia, MO) (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>Cognitive</td>
</tr>
<tr>
<td>2015</td>
<td>Smith</td>
<td>Shannon</td>
<td>Francis Marion University (Dept. of Psychology)</td>
<td>Assistant Professor</td>
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</tr>
<tr>
<td>2015</td>
<td>Tang</td>
<td>David</td>
<td>Google (X)</td>
<td>UX Research Assistant</td>
<td>Social</td>
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<tr>
<td>2015</td>
<td>Xu</td>
<td>Xiaohong</td>
<td>Old Dominion University (Dept. of Psychology)</td>
<td>Assistant Professor</td>
<td>I/O</td>
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<tr>
<td>2016</td>
<td>Byrne</td>
<td>Kaileigh</td>
<td>Clemson University</td>
<td>Assistant Professor</td>
<td>Cognitive</td>
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<tr>
<td>2016</td>
<td>Crowell</td>
<td>Adrienne</td>
<td>Hendrix College (Conway, AR) (Dept. of Psychology)</td>
<td>Visiting Assistant Professor</td>
<td>Social</td>
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<tr>
<td>2016</td>
<td>Goodman</td>
<td>Jarid</td>
<td>Univ. of Texas, Dallas (School of Behavioral and Brain Sciences)</td>
<td>Research Post-doc</td>
<td>TAMIN</td>
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<tr>
<td>2016</td>
<td>Herrick (Ramos)</td>
<td>Ashley</td>
<td>Children's Medical Center of Dallas</td>
<td>Research Assistant</td>
<td>Clinical</td>
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<tr>
<td>2016</td>
<td>Lange</td>
<td>Krista</td>
<td>Baylor College of Medicine (Adolescent &amp; Sports Medicine)</td>
<td>Research/Clinical Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2016</td>
<td>Wager (Thamotharan)</td>
<td>Sneha</td>
<td>Brown University (Alpert Medical Center)</td>
<td>Research/Clinical Post-doc</td>
<td>Clinical</td>
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<tr>
<td>2016</td>
<td>Xiao</td>
<td>Kunchen</td>
<td>Univ. of Nevada, Reno (Center for Integrative Neuroscience)</td>
<td>Research Post-doc</td>
<td>Cognitive</td>
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<tr>
<td>2016</td>
<td>Jean</td>
<td>Vanessa</td>
<td>PepsiCo/Global Cultur &amp; Engagement OD Intern</td>
<td>Senior Analyst</td>
<td>I/O</td>
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<tr>
<td>2016</td>
<td>Turtle</td>
<td>Joel</td>
<td>Texas A&amp;M School of Medicine/MD Program</td>
<td>Medical Residency</td>
<td>TAMIN</td>
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TAMIN
Appendix K:
Undergraduate course catalogue
The Department of Psychology has 48 undergraduate courses in inventory. This is a considerable increase from our 2010 self-study, when we had only 30 courses in inventory. The three areas of growth in our courses were: (1) diversity-oriented courses; (2) neuroscience-oriented courses; and (3) 200-level courses (284, 285, 289, 291) that were added to all majors in the College of Liberal Arts to account for early collegiate experiences in research, service learning, special topics, or orientation to the major.

1. **PSYC 107 Introduction to Psychology. Credits 3. 3 Lecture Hours.**
   (PSYC 2301) Introduction to Psychology. Introductory course dealing with elementary principles of human behavior.

2. **PSYC 206/AFST 206 Black Psychology. Credits 3. 3 Lecture Hours.**
   Critical examination of psychological experience, theories, and methods from perspectives grounded in the "Black experience."
   Cross Listing: AFST 206/PSYC 206.

3. **PSYC 208/AFST 208 Stereotypes, Prejudice, and Minority Experience. Credits 3. 3 Lecture Hours.**
   Overview of theory and research relating to stereotyping, prejudice, discrimination, and minority experiences from a social psychological perspective.
   Prerequisite: PSYC 107.
   Cross Listing: AFST 208/PSYC 208.

4. **PSYC 209/AFST 209 Psychology of Culture and Diversity. Credits 3. 3 Lecture Hours.**
   Introduction to various issues surrounding an increasingly interconnected and globalized world by critically examining the dynamic relationship between psychological processes and diverse (e.g., motivation, memory, self, prejudice) socio-cultural contexts.
   Prerequisite: PSYC 107.
   Cross Listing: AFST 209/PSYC 209.

5. **PSYC 210/WGST 210 Psychological Aspects of Human Sexuality. Credits 3. 3 Lecture Hours.**
   Interface between human sexuality, reproductive development, and gender roles across the lifespan; theoretical and research literature promotes understanding of hormonal influences, learning processes, cultural differences, sexual response, and love and attraction.
   Prerequisite: PSYC 107.
   Cross Listing: WGST 210.

6. **PSYC 251 Survey of Industrial/Organizational Psychology. Credits 3. 3 Lecture Hours.**
   Literature and research in the basic theories and practices of I/O psychology including selection, testing, job analysis, performance appraisal, training, employee motivation, job satisfaction, leadership, and group processes within organizations. Students may not receive credit for both PSYC 251 and PSYC 352 or PSYC 251 and PSYC 353.

7. **PSYC 285 Directed Studies. Credits 0 to 3. 0 to 3 Other Hours.**
   Directed readings or research problems in selected areas designed to supplement existing course offerings. Individual report required.
   Prerequisites: Approval of instructor; major in psychology.

8. **PSYC 289 Special Topics in... Credits 1 to 4. 1 to 4 Lecture Hours. 0 to 4 Lab Hours.**
   Selected topics in an identified area of psychology. May be repeated for credit.
   Prerequisite: PSYC 107.

9. **PSYC 291. Credits 0 to 3. 0 to 3 Other Hours.**
   Research. Research conducted under the supervision of a chosen faculty member in the department of psychology; involves discussion and weekly presentation of student research projects. May be repeated for credit.
   Prerequisites: PSYC 284 or PSYC 285; freshman or sophomore classification.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture Hours</th>
<th>Lab Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 300</td>
<td>Psychology of Women. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Theoretical and research literature relevant to psychological assumptions about female personality. How these assumptions are being questioned or verified by recent experimental studies. Prerequisite: PSYC 107. Cross Listing: WGST 300/PSYC 300.</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Elementary Statistics for Psychology. Credits 4. 3 Lecture Hours. 2 Lab Hours.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Practical knowledge of statistics up through analysis of variance. Practice sessions devoted to numerical problems. Will not satisfy mathematics requirement in College of Liberal Arts curricula. Prerequisites: PSYC 107; MATH 140 or MATH 150 with a grade of C or better, MATH 141, MATH 142, MATH 166, MATH 151, MATH 171, MATH 131, or MATH 147; major in psychology; junior or senior classification or approval of instructor.</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Research Methods and Design in Psychology. Credits 4. 3 Lecture Hours. 2 Lab Hours.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>Research techniques in psychology with emphasis on the experimental method; laboratory exercises applied to specific problems in psychology. Prerequisites: PSYC 107 and PSYC 301; major in psychology.</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>Psychology of Women of Color. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Interdisciplinary theories to study the unique yet intersectional experiences of women from different racial groups, ethnicities, nationalities and cultural backgrounds; scholarly research from the diversity science field; contemporary topics that have developed in a global context; examination of complex issues, which affect women of color across the lifespan. Prerequisite: Grade of C or better in AFST 201 or PSYC 107 or WGST 200, or approval of instructor. Cross Listing: AFST 303 and WGST 303.</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>Psychology of Sport and Physical Activity. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>The relationship of psychology to sport; topics include history, application of learning principles, social psychology, personality variables, psychological assessment, youth sport, women in sport, the psychology of coaching, sports law and ethics. Prerequisite: Junior or senior classification.</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Psychology of Adjustment. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Adjustment problems of normal people; application of psychological principles to family, school and community life.</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>Abnormal Psychology. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Survey of behavior pathology; functional and organic psychoses, psychoneurosis, character disorders, psychophysiologic disorders, alcohol and drug addiction and mental retardation; therapeutic and diagnostic methods. Prerequisites: PSYC 107; PSYC 301 and PSYC 302 or junior or senior classification.</td>
</tr>
<tr>
<td>PSYC 307</td>
<td>Developmental Psychology. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Growth and development of normal child from infancy to adolescence with emphasis on elementary school years. Prerequisites: PSYC 107; PSYC 301 and PSYC 302 or junior or senior classification.</td>
</tr>
<tr>
<td>PSYC 311/NRSC 311</td>
<td>Psychology of Animal Behavior. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Problems, principles, and methods of animal psychology; animal learning, motivation, discriminative processes and abnormal, social and instinctual behaviors. Prerequisites: PSYC 107; PSYC 301 and PSYC 302 or junior or senior classification. Cross Listing: NRSC 311/PSYC 311.</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Social Psychology. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Social psychological variables operating on the individual; results of experimental laboratory findings; interaction of personality and social behavior. Prerequisites: PSYC 107; PSYC 301 and PSYC 302 or junior or senior classification.</td>
</tr>
<tr>
<td>PSYC 319</td>
<td>History and Systems of Psychology. Credits 3. 3 Lecture Hours.</td>
<td>3</td>
<td>3</td>
<td></td>
<td>Historical analysis of pre-scientific psychology in philosophy and physiology through the period of the psychological &quot;schools.&quot; Prerequisite: PSYC 107.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
<td>Cross Listing</td>
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<tr>
<td>PSYC 320/NRSC 320</td>
<td>Sensation-Perception. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Review of sensory physiology, sensory and perceptual phenomena and the major perceptual theories; current research in the field.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 323</td>
<td>Psychology of Adolescence. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Psychological problems of normal teenage individual; ways and means of aiding youth to meet these problems constructively.</td>
<td></td>
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</tr>
<tr>
<td>PSYC 330</td>
<td>Personality. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Review of personality theories, techniques of assessment and research relevant to understanding individual differences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 331/NRSC 331</td>
<td>Social Neuroscience. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Integration of biological and psychological explanations of social behavior; recent research and theories in social neuroscience; emotion, motivation, aggression, face processing, empathy, social cognition, and social relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 332/NRSC 332</td>
<td>Neuroscience of Learning and Memory. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Brain mechanisms of learning and memory from molecular to behavioral levels; synaptic plasticity, model systems, multiple memory systems, diseases of learning and memory.</td>
<td></td>
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<tr>
<td>PSYC 333/NRSC 333</td>
<td>Biology of Psychological Disorders. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Neurobiology and clinical explanation of molecular mechanisms underlying psychiatric disorders and their drug treatments; depression and bipolar, anxiety disorders, mood disorders, psychosis and schizophrenia.</td>
<td></td>
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<tr>
<td>PSYC 335/NRSC 335</td>
<td>Physiological Psychology. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Physiological bases of sensation, motor functions, emotion, motivation and complex psychological processes.</td>
<td></td>
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<tr>
<td>PSYC 336/NRSC 336</td>
<td>Drugs and Behavior. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Physiological, pharmacological and behavioral effects of psychoactive drugs, including short-term and long-term effects of psychoactive drugs, properties of addictive drugs, etiology of addiction, and treatments of drug addiction and withdrawal.</td>
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<tr>
<td>PSYC 340/NRSC 340</td>
<td>Psychology of Learning. Credits 3. 3 Lecture Hours.</td>
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<td>Survey of significant concepts, experimental methods and principles of learning.</td>
<td></td>
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<tr>
<td>PSYC 345</td>
<td>Human Cognitive Processes. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Human cognition and information processing: perception, attention, memory, reasoning and problem solving; experimental methods and data, and contemporary theories of human cognition.</td>
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<tr>
<td>PSYC 346</td>
<td>Psychology of Language. Credits 3. 3 Lecture Hours.</td>
<td></td>
<td>Examines theories of how language is acquired, comprehended, produced, stored and used in normal and brain-impaired individuals.</td>
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<tr>
<td>PSYC 350/NRSC 350</td>
<td>Science of Mind and Brain. Credits 3. 3 Lecture Hours.</td>
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</table>
Research in cognitive neuroscience; methodological advances that enable the study of the human brain safely in the laboratory; complex aspects of the mind like emotion, social behavior and consciousness.

**Prerequisite:** Junior or senior classification.

**Cross Listing:** NRSC 350/PSYC 350.

### 33 PSYC 352 Organizational Psychology. Credits 3. 3 Lecture Hours.

Literature and research in basic theories and practices of organizational psychology including employee motivation, leadership, job satisfaction, counterproductive work behaviors, organizational commitment, culture, climate, communication, and group processes within organizations.

**Prerequisites:** PSYC 301 and PSYC 302 or junior or senior classification.

### 34 PSYC 353 Personnel Psychology. Credits 3. 3 Lecture Hours.

Literature and research in basic theories and practices of personnel psychology including job analysis, testing and validation, selection, performance appraisal, training, and legal issues in employment decision making.

**Prerequisites:** PSYC 301 and PSYC 302 or junior or senior classification.

### 35 PSYC 354 Conflict and Negotiation. Credits 3. 3 Lecture Hours.

Examination of the field of conflict and negotiation, including the structure and causes of common interpersonal, intragroup, and intergroup conflicts, effective negotiation strategies, ethics, mediation, and the development of negotiating skills.

**Prerequisite:** PSYC 107.

### 36 PSYC 360/NRSC 360 Health Psychology and Behavioral Medicine. Credits 3. 3 Lecture Hours.

Health psychology emphasizing behavioral and lifestyle factors in health and illness, prevention and modification of health-compromising behaviors, health care utilization, and psychological management of chronic disorders and psychological management of chronic disorders and terminal illnesses.

**Prerequisite:** PSYC 107.

**Cross Listing:** NRSC 360/PSYC 360.

### 37 PSYC 365 Psychology of Aging. Credits 3. 3 Lecture Hours.

Examination of the psychological aspects of the aging process including physiology and health, memory and intellectual functioning, personality and social relationships, emotional health and late life transition.

**Prerequisite:** PSYC 107.

### 38 PSYC 371 Forensic Psychology. Credits 3. 3 Lecture Hours.

Interface between psychology and the legal system; role of psychological theories and data, as well as mental health expertise, in the resolution of criminal trials and civil disputes; legal system’s impact on the practice of psychology.

**Prerequisite:** PSYC 301 and PSYC 302 or junior or senior classification.

### 39 PSYC 407 Behavioral Disorders of Children. Credits 3. 3 Lecture Hours.

Behavior problems related to childhood; psychological aspects of mental retardation, emotional disturbance, physical handicaps and other disorders; causative factors, preventative and therapeutic methods explored; where feasible, practical experience included as requirement.

**Prerequisites:** PSYC 306; PSYC 307 or equivalent.

### 40 PSYC 411 Psychology of Self. Credits 3. 3 Lecture Hours.

Overview of psychological theory and research on issues related to the self, the self-concept and identity, and how these phenomena are integral to the human experience and to mental health and well-being.

**Prerequisite:** PSYC 306 or PSYC 315 or approval of instructor.

### 41 PSYC 414 Behavior Principles. Credits 3. 3 Lecture Hours.

Behavioral analysis of humans' complex interactions with their environments: how behavioral repertoires are constructed during maturation process; how existent behaviors are strengthened, weakened or eliminated; and how features of environment exercise control over behavioral components within a repertory.

**Prerequisites:** 9 hours of psychology; PSYC 301 and PSYC 302 or junior or senior classification.

### 42 PSYC 432 Diversity and Inclusion in Organizations. Credits 3. 3 Lecture Hours.

Psychological and organizational theory and research on the experience of diversity and inclusion in organizations.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Lecture Hours</th>
<th>Prerequisites</th>
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<tbody>
<tr>
<td>43 PSYC 450</td>
<td>Clinical Psychology</td>
<td>3</td>
<td>3</td>
<td>PSYC majors only; grade of C or better in PSYC 301, PSYC 302 and PSYC 306.</td>
</tr>
<tr>
<td>44 PSYC 470</td>
<td>Psychological Testing and Measurement</td>
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<td>PSYC majors only; grade of C or better in PSYC 301, PSYC 302 and PSYC 306.</td>
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<tr>
<td>45 PSYC 484</td>
<td>Field Experiences</td>
<td>0-6</td>
<td>0-6</td>
<td>PSYC 301 and PSYC 302; 12 hours of psychology; GPR of 2.5 or better in all psychology courses; major in psychology; approval of instructor.</td>
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<tr>
<td>46 PSYC 485</td>
<td>Directed Studies</td>
<td>0-3</td>
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<td>47 PSYC 489</td>
<td>Special Topics in...</td>
<td>1-4</td>
<td>1-4</td>
<td>PSYC 107 and approval of instructor.</td>
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<td>48 PSYC 491</td>
<td>Research</td>
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<td>PSYC 484 or PSYC 485; approval of instructor.</td>
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Appendix L: Courses required for undergraduate certificates
### Applied Behavioral Health

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<tr>
<td>Required courses:</td>
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<tr>
<td>PSYC 306</td>
<td>Abnormal Psychology</td>
<td>D</td>
</tr>
<tr>
<td>PSYC 307</td>
<td>Developmental Psychology</td>
<td>D</td>
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<tr>
<td>Select 3 of the following:</td>
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<tr>
<td>PSYC 305</td>
<td>Psychology of Adjustment</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 336</td>
<td>Drugs &amp; Behavior</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 360</td>
<td>Health Psychology and Behavioral Medicine</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 414</td>
<td>Behavior Principles</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Clinical Psychology</td>
<td>G</td>
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<tr>
<td>PSYC 470</td>
<td>Psychological Testing and Measurement</td>
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</table>

### Healthy Development

<table>
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<th>Course number</th>
<th>Course name</th>
<th>Menu of general degree</th>
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<tbody>
<tr>
<td>Required courses:</td>
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<td></td>
</tr>
<tr>
<td>PSYC 307</td>
<td>Developmental Psychology</td>
<td>D</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Social Psychology</td>
<td>D</td>
</tr>
<tr>
<td>Select 2 of the following:</td>
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<td></td>
</tr>
<tr>
<td>PSYC 323</td>
<td>Psychology of Adolescence</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 365</td>
<td>Psychology of Aging</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 407</td>
<td>Behavioral Disorders of Children</td>
<td>G</td>
</tr>
<tr>
<td>Select 1 of the following:</td>
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<td></td>
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<tr>
<td>PSYC 305</td>
<td>Psychology of Adjustment</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 414</td>
<td>Behavior Principles</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Clinical Psychology</td>
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### Psychology of Diversity

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<tr>
<td>PSYC 315</td>
<td>Social Psychology</td>
<td>D</td>
</tr>
<tr>
<td>PSYC 345</td>
<td>Human Cognitive Processes</td>
<td>E</td>
</tr>
<tr>
<td>Select 3 of the following:</td>
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<td></td>
</tr>
<tr>
<td>PSYC 206</td>
<td>Black Psychology</td>
<td>F</td>
</tr>
<tr>
<td>PSYC 208</td>
<td>Stereotypes, Prejudice, and Minority Experience</td>
<td>F</td>
</tr>
<tr>
<td>PSYC 209</td>
<td>Psychology of Culture and Diversity</td>
<td>F</td>
</tr>
<tr>
<td>PSYC 210</td>
<td>Psychological Aspects of Human Sexuality</td>
<td>F</td>
</tr>
<tr>
<td>PSYC 300</td>
<td>Psychology of Women</td>
<td>F</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>Psychology of Women of Color</td>
<td>F</td>
</tr>
<tr>
<td>PSYC 432</td>
<td>Diversity and Inclusion in Organizations</td>
<td>F</td>
</tr>
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## Work and Organizations

<table>
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<tr>
<th>Course number</th>
<th>Course name</th>
<th>Menu of general degree</th>
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</thead>
<tbody>
<tr>
<td><strong>Required courses:</strong></td>
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<td></td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Social Psychology</td>
<td>D</td>
</tr>
<tr>
<td>PSYC 330</td>
<td>Personality Psychology</td>
<td>D</td>
</tr>
<tr>
<td><strong>Select 3 of the following:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC 304</td>
<td>Psychology of Sport and Physical Activity</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 352</td>
<td>Organizational Psychology</td>
<td>D/G (only two courses needed to fill menu D)</td>
</tr>
<tr>
<td>PSYC 353</td>
<td>Personnel Psychology</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 354</td>
<td>Conflict and Negotiation</td>
<td>G</td>
</tr>
<tr>
<td>PSYC 432</td>
<td>Diversity and Inclusion in Organizations</td>
<td>F</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Psychological Testing and Measurement</td>
<td>G</td>
</tr>
</tbody>
</table>
Appendix M:
Undergraduate learning outcomes
The Texas A&M University Academic Master Plan and Quality Enhancement Program identifies seven global learning outcomes for students. The seven outcomes indicate that graduates of Texas A&M will have the knowledge and skills necessary to:

(1) master the depth of knowledge required for a degree,
(2) demonstrate critical thinking,
(3) communicate effectively,
(4) practice personal and social responsibility,
(5) demonstrate social, cultural, and global competence,
(6) prepare to engage in lifelong learning, and
(7) work collaboratively.

Within the Department of Psychology, we reflect these learning outcomes in specific goals and objectives for our students. They are:

1: Knowledge base in Psychology
Majors will evaluate and synthesize discipline-specific knowledge, including 1) core content regarding methods and statistics used in psychology, 2) core content from clinical psychology, cognition and cognitive neuroscience, industrial/organizational psychology, developmental psychology, neuroscience, and social and personality psychology, and 3) the application of this material to global, cultural, and diversity issues. Expectations for mastery of this material are based on learning outcome standards recommended by the American Psychological Association for undergraduate psychology programs.

2: Communication Skills
Majors will evaluate and explain research methods and findings through professional writing, including describing theoretical and methodological issues comprehensively and skillfully, interpreting findings accurately and logically, and using language that conveys meaning to readers with clarity and fluency.

3: Critical Thinking Skills
Majors will evaluate and synthesize scientific findings and think critically about how to measure and solve problems.

4: Integration of Diverse Perspectives
Majors will adapt and apply an understanding of multiple diverse perspectives and will indicate interest in taking informed and responsible action to address local and global challenges.

These four goals of the undergraduate program are associated with the University’s QEP as represented in the following matrix:
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge base in PSYC</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communication skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Critical thinking skills</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Integration of Diverse Perspectives</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

*Note.* The full phrasing of the university’s learning outcomes are: (1) master the depth of knowledge required for a degree, (2) demonstrate critical thinking, (3) communicate effectively, (4) practice personal and social responsibility, (5) demonstrate social, cultural, and global competence, (6) prepare to engage in lifelong learning, and (7) work collaboratively.
Appendix N:
Abbreviated faculty vitas
Gerianne M. Alexander  
Professor and Associate Dean of Research and Graduate Programs

POSITIONS:

- Associate Dean, Texas A&M University/College of Liberal Arts  
  2012-present.
- Professor, Texas A&M University/Department of Psychology  
  2011-present.
- Associate Professor, Texas A&M University/Department of Psychology  
- Assistant Professor, Texas A&M University/Department of Psychology  
- Research Associate, Yale Child Study Center  
- Research Associate, Yale/Department of Anesthesiology  
- Assistant Professor, University of New Orleans/Psychology  
- Postdoctoral Fellow, UCLA/Brain Research Institute (LNE)  
- Clinical Psychology Intern, Douglas Hospital (Montreal)  
- Clinical Psychology Intern, Royal Victoria Hospital (Montreal)  

EDUCATION:

- Ph.D. (Clinical Psychology)  
  McGill University  
  1991
- B.A. (First Class Honors)  
  St. Francis Xavier U.  
  1984
- B.A.Mus (First Class Honors)  
  St. Francis Xavier U.  
  1981

SELECT HONORS/AWARDS:

- Cornerstone Faculty Fellow, College of Liberal Arts, TAMU, 2015-present.

GRANTS AS PI, co-PI, or co-I:

- “Collaborative Research: Gender Discrimination in Hiring for STEM Graduates”,  
  National Science Foundation (PI), 2017-2020. Total award of $341,391.
- “Age Discrimination in Hiring: Eye-tracking during the Resume Review process”,  
  Sloan Foundation (Co-PI), 2012-2013. Total award of $116,000.
- “An Adaptive Platform for K-3 STEM Educational and Social Emotional Gaming Strategies”,  
  DARPA (Co-I), 2011-2012. Total award of $512,156.
SELECT PUBLICATIONS (of 61 journal articles, 3 book chapters):


Brian A. Anderson  
Assistant Professor of Psychology

**POSITIONS:**

<table>
<thead>
<tr>
<th>Position</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Texas A&amp;M University</td>
<td>2016-present</td>
</tr>
<tr>
<td>Postdoctoral Scientist</td>
<td>Johns Hopkins University</td>
<td>2014-2016</td>
</tr>
</tbody>
</table>

**EDUCATION:**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in Psychological and Brain Sciences</td>
<td>Johns Hopkins University</td>
<td>2014</td>
</tr>
<tr>
<td>M.S. in Psychology</td>
<td>Villanova University</td>
<td>2009</td>
</tr>
<tr>
<td>B.A. in Social Science</td>
<td>University of Maine at Augusta</td>
<td>2006</td>
</tr>
</tbody>
</table>

**SELECT HONORS/AWARDS:**

- New Investigator Award: Human Perception & Performance (APA, Division 3) 2015
- Select-Speaker Award (Psychonomic Society) 2014
- G. Stanley Hall Scholar's Award (Johns Hopkins University) 2013
- Robert S. Waldrop Junior Investigator's Award (Johns Hopkins University) 2012
- Walter L. Clark Collaborative Research Award (Johns Hopkins University) 2012
- Ingeborg L. and O. Byron Ward Outstanding Thesis Award (Villanova University) 2009
- Distinguished Social Science Student (University of Maine at Augusta) 2007

**GRANTS AS PI, co-PI, or co-I:**

- “Neural Mechanisms of Reward-Related Failures of Inhibitory Control,” Texas A&M College of Liberal Arts Seed Grant Program (PI), 2017-2018. Total direct costs: $8,000.

**SELECT PUBLICATIONS (of 41 journal articles, 2 book chapters, 3 other):**


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

**Texas A&M University**

Instructor: *Sensation and Perception (PSYC/NRSC 320)*

Co-instructor: *Principles of Neuroscience II (NRSC 602)–lecture on Sensation and Perception*

Mentorship: *Individually mentored 5 undergraduate students in the conduct of research*

Dissertation committees: *Currently serving on two dissertation committees*

**MAJOR SERVICE ACTIVITIES:**

**Associate Editor**

*Attention, Perception, & Psychophysics* (2017-present)

**Consulting Editor**


**Guest Editor**


**Selected Review Committees**

2017  *Program for the Annual Meeting*, Society for Philosophy and Psychology

2015 & 2016  *Graduate Student Travel Award*, Psychonomic Society

**Selected University Service**

Fall 2017  Cognoscenti organizer (CCN area)

2017-pres  Brain Science Initiative Task Force

2016-pres  Graduate Studies and Admissions Committee (CCN representative)

2015-2016  Affective Sciences Hiring Committee
Winfred Arthur, Jr.
Professor

POSITIONS:
Professor, Texas A&M University, 2000-present
Associate Professor, Texas A&M University, 1994-2000
Assistant Professor, Texas A&M University, 1987-1994

EDUCATION:
PhD    University of Akron    1988
M.A.    University of Akron    1985
B.A. (Hons)    University of Ghana    1979

SELECT HONORS/AWARDS:
The 2014 Raymond D. Fowler Award, American Psychological Association of Graduate Students.
Cornerstone Faculty Fellow, Texas A&M University College of Liberal Arts, September 2008-August 2012.

GRANTS AS PI, co-PI, or co-I:

"An investigation of skill decay and reacquisition of individual- and team-based skill in a synthetic training environment", APA Division 19 (Inaugural) Research Grant (PI), 2013-2014. Total award of $5,000.

"Understanding traveler behavior: The psychology behind managed lane use", University Transportation Center for Mobility, Texas Transportation Institute (co-PI), 2011-2012. Total award of $100,000.

SELECT PUBLICATIONS (of 9 journal articles, 2 book chapters; 2014-present):


**SELECT BOOKS:**

SELECT PRESENTATIONS:


Arthur, W., Jr. (2014). Advances and innovations in personnel selection. Invited presentation at the Chile Society of Industrial and Organizational Psychology Conference, Santiago, Chile.

Arthur, W., Jr. (2014). The science of after-action reviews as a team training intervention: Implications for practice. Invited plenary presentation at the Chile Society of Industrial and Organizational Psychology Conference, Santiago, Chile.

SIGNIFICANT TEACHING ACTIVITIES:
Mentor and advise on average at least 5 graduates each year.

Teach both undergraduate (PSYC 302/204, experimental Psychology; PSYC 353, Personnel Psychology), and graduate courses (PSYC 611, Personnel Psychology; PSYC 682, Advanced Selection and Placement; PSYC 682, Training and Development in Organizations) on a regular ongoing basis.

MAJOR SERVICE ACTIVITIES:
Current Associate Editorial Editorship, Human Performance.


Association for Psychological Science Fellowship Committee, Member, 2017-present.

Steering Committee, National Academy of Sciences, Engineering, and Medicine Workshop on Workforce Planning Models for Forensic Science, Member, 2016.

Committee on the Revision of the Society for Industrial and Organizational Psychology Principles for the Validation and Use of Personnel Selection Procedures, Society for Industrial and Organizational Psychology, Member, 2015-present.

Committee on Psychological Tests and Assessment, American Psychological Association, Chair 2014-2015; Member 2013-2014.
Terrance M. Barnhardt
Instructional Associate Professor

POSITIONS:

Texas A&M, Department of Psychology
2016 – current Instructional Associate Professor
2014 - 2016 Instructional Associate Professor; Director of Operations
2010 - 2014 Instructional Assistant Professor
2007 - 2010 Instructional Assistant Professor; Associate Department Head
2005 - 2007 Assistant Research Scientist
2000 - 2005 Visiting Assistant Professor

University of Texas, Arlington, Department of Psychology
1995 - 2000 Visiting Assistant Professor

EDUCATION:

University of Arizona
Dissertation: Explicit and implicit memory in directed forgetting.
Chair: John Kihlstrom

1986-1989 Psychology, M.A.
California State University, Sacramento
Thesis: A test of implicit memory for trait inferences.
Chair: Tammy Bourg

1974-1979 Psychology, B.A., cum laude
University of North Dakota

SELECT HONORS/AWARDS:

2016 One-time merit award from Department of Psychology, TAMU
2014 One-time merit award from Department of Psychology, TAMU
1994 Ernest R. Hilgard and Josephine R. Hilgard Award for Best Theoretical Paper in Hypnosis Published in 1993
1993-1995 NIMH National Research Service Award, Training in Cognitive Psychophysiology

SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):


**SELECT PRESENTATIONS:**

Barnhardt, T. M., & Geraci, L. Assessing the validity of posttest awareness questionnaires. Poster presented at the 47th Annual Meeting of the Psychonomic Society in Houston, TX (November 2006).

Identification and production in stem-cued implicit memory tests. Presented to the Memory group in the Psychology Department at the University of Arizona. Spring 2005.


Semantic processing effects in perceptual tests. Presented at the Psychology Department of University of Texas at Arlington. Fall, 1995.


**SIGNIFICANT TEACHING ACTIVITIES:**

Courses taught at TAMU
- Introduction to Psychology

Undergraduate mentoring at TAMU
- Five Undergraduate Research Scholars
- 2-4 undergraduate research assistants per semester

Graduate student mentoring at TAMU
- Associate Member of the Graduate Faculty
Three dissertation committees in the past five years

**Courses taught at UTA**
- Introduction to Psychology
- Psychological Statistics
- Experimental Psychology
- Cognitive Psychology
- Issues in Cognition: Explicit and Implicit Memory (graduate course)

**Undergraduate mentoring at UTA**
- Five Undergraduate Honors Theses
- Two McNair Scholars
- 2-4 undergraduate research assistants per semester

**MAJOR SERVICE ACTIVITIES:**

**Texas A&M**

As Associate Head and again as Director of Operations, I was responsible for, amongst many other things, scheduling all Psychology courses and determining all graduate student assignments.

Co-coordinate Math Department furniture move out of Milner, renovation of Milner, and move of large portion of Psychology Department into Milner (2012 – 2016), for which I received a one-time merit award in Spring 2014 and again in Spring 2016.

Alternate Property Officer and Departmental Property Contact: Work with IT staff on inventory and surplus (2007 – present)

Undergraduate Curriculum Committee (2007 – 2014). While Associate Head and ad hoc member of the Undergraduate Curriculum, I supervised the extensive revision and expansion of our Introduction to Statistics and Experimental Psychology sequence.

**UTA**

Experiment coordinator (running the Introduction to Psychology subject pool).
Human Research Review Committee (UTA’s IRB) member.
Steve Balsis  
Associate Professor | Director of Clinical Training

POSITIONS:
- **Director of Clinical Training, 2016 – present**  
  Texas A&M University  
  Department of Psychology
- **Associate professor, 2012 – present**  
  Texas A&M University  
  Department of Psychology
- **Assistant professor, 2008 – 2012**  
  Texas A&M University  
  Department of Psychology

EDUCATION:
- **Ph.D., Clinical Psychology & Aging, 2008**  
  Washington University in St. Louis
- **Psychology Intern, 2007 – 2008**  
  Michael E. DeBakey VA Medical Center
- **M.A., Clinical Psychology & Aging, 2003**  
  Washington University in St. Louis
- **B.A., Psychology & Gerontology, 1999**  
  College of the Holy Cross

SELECT HONORS/AWARDS:
- Montague Scholar, 2011. *College of Liberal Arts, Texas A&M University*. Award is given annually to a tenure-track faculty member, one from the entire college, based on early ability and interest in teaching. $6,500.

GRANTS AS PI, co-PI, or co-I:
  Direct Costs = $150,000.
- R03 (1R03-AG039663-01A1), 2012-2014. Measuring change in Alzheimer’s disease more precisely with IRT. Funded by *National*
Institute on Aging. **Principal Investigator, Steve Balsis. Direct Costs**
= $50,000.

**SELECT PUBLICATIONS (of 50 journal articles, 6 book chapters):**


8. **Cooper, L. D.,** & **Balsis, S.** (2009). When less is more: how fewer diagnostic criteria can indicate more personality disorder pathology. *Psychological Assessment,* 21, 285-293.


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

- Critical Thinking: Getting Into Graduate School, LBar 181, Texas A&M University, Spring 2016, average rating 4.97 out of 5.00 (6 / 8 reporting).
- Introduction to Clinical Ethics and Techniques, Psych 608, Texas A&M University, Spring 2016, average rating 4.95 out of 5.00 (3 / 3) reporting.
- Introduction to Psychology, Psyc 107, Texas A&M University, Spring 2015, average rating 4.78 out of 5.00 (152 / 211 reporting).

**MAJOR SERVICE ACTIVITIES:**

**Director of Clinical Training, 2016 – present**
Texas A&M University
Department of Psychology

- Associate Editor
  - *Assessment*, 2015-2016

- Handling Editor
  - *Journal of Abnormal Psychology*, 2017
  - *Journal of Alzheimer’s Disease*, 2015-2016

- Guest Editor
  - New professionals in gero-assessment: moving the field forward using classic and novel approaches. *Clinical Gerontologist*, 34. 2010

- Editorial board
Mindy Bergman
Professor and Executive Director of Interdisciplinary Critical Studies

POSITIONS:
- 9/2017-present: Executive Director, Interdisciplinary Critical Studies, TAMU
- 9/2015-present: Professor, Department of Psychology, TAMU
- 9/2015-9/2017: Associate Head for Undergraduate Studies, Department of Psychology, TAMU
- 05/2016-present: Affiliated Faculty, Women’s and Gender Studies Program, TAMU
- 2009-2015: Associate Professor, Department of Psychology, TAMU
- 2001-2009: Assistant Professor, Department of Psychology, TAMU
- 2007-present: Faculty Fellow, Mary Kay O’Connor Process Safety Center, TAMU

EDUCATION:
- PhD, University of Illinois at Urbana-Champaign, 2001
- AM, University of Illinois at Urbana-Champaign, 1999
- BS, University of Oklahoma, 1996

SELECT HONORS/AWARDS:
- Fellow, American Psychological Association, 2017
- Fellow, Society for Industrial and Organizational Psychology, 2017
- Texas A&M University, Women’s Faculty Network Outstanding Mentor Award, 2016

GRANTS AS PI, co-PI, or co-I:
- “ADVANCE-IT: Promoting success of women faculty through a psychologically healthy workplace.” National Science Foundation (co-I), 2010-2015. Total award of $3,500,000.

SELECT PUBLICATIONS (of 37 journal articles, 3 book chapters, 0 other):
- Bergman, M.E., & Jean, V.A. (2016). Where have all the workers gone? *Industrial and Organizational Psychology: Perspectives on Science and Practice, 9*, 84-113. DOI: [http://dx.doi.org/10.1017/iop.2015.70](http://dx.doi.org/10.1017/iop.2015.70)


**SELECT PRESENTATIONS:**
Bergman, M.E. (2017, May). *Interrupting bias in hiring and promotion.* Texas A&M IT forum, College Station, TX.

Bergman, M.E. (2016, February). *Safety climate from the perspective of industrial-organizational psychology.* Meeting of the Greater Houston Industrial Hygiene Council, Houston, TX


**SIGNIFICANT TEACHING ACTIVITIES:**
- 2017 Created Honors section of PSYC 210 (Psychology of Human Sexuality)
- 2014-2017 Taught 340 undergraduate in PSYC 210 (3 sections)
- 2010 Created graduate seminar in the Psychology of Commitment
- 2001-2014 Taught 2000 undergraduates in Introductory Psychology (12 sections)
- Since 2001 Chaired or co-chaired 7 successful dissertations (+1 in progress); served on 26 successful dissertation committees (+1 in progress)

**MAJOR SERVICE ACTIVITIES:**
- 2017-present Chair (founding), Women’s Inclusion Network, Society for Industrial and Organizational Psychology
- 2017-present Associate Editor, *Occupational Health Science*
- 2015-present Faculty Advisor, TAMU LGBTQA student association
- 2015-2017 Member (elected), Aggie Honor Council
- 2011-present ADVANCE Eminent Scholar and Academic Director of the STRIDE training program
Jessica A. Bernard
Assistant Professor

POSITIONS:
August 2015
Assistant Professor Texas A&M University
Department of Psychology

September 2013 - July 2015
Post-Doctoral Fellow University of Colorado Boulder,
Department of Psychology and Neuroscience
ADAPT Program

October 2012 - August 2013
Post-Doctoral Fellow University of Colorado Medical School
Department of Neurology

EDUCATION:
August 2012
PhD. Department of Psychology, University of Michigan, Ann Arbor, MI
Cognition & Cognitive Neuroscience Area.

August 2009
M.S. Department of Psychology, University of Michigan, Ann Arbor, MI
Cognition & Cognitive Neuroscience Area.

May 2007
B.S. Biological Psychology cum laude, Tufts University, Medford, MA

SELECT HONORS/AWARDS:
2016-2017 National Institutes of Health Clinical Loan Repayment Award (Renewal)
2015 International Congress on Schizophrenia Research Young Investigator Travel Award
2014-2016 National Institutes of Health Clinical Loan Repayment Award

GRANTS AS PI, co-PI, or co-I:
Brain and Behavior Research Foundation NARSAD Independent Investigator Award
“Cerebellar Stimulation and Verbal Working Memory in Early Course Psychosis: Insights from Functional Neuroimaging,” Brain & Behavior Research Foundation (Co-I), 2017-2019. Total award of $99,000

“Cerebello-Prefrontal Involvement in Error Processing and Rule Learning in Youth at Ultra High-Risk for Psychosis”, Brain & Behavior Research Foundation NARSAD Young Investigator Award (PI), 2015-2018 (No cost extension). Total award of $65,000


SELECT PUBLICATIONS (of 38 journal articles):


**SELECT PRESENTATIONS:**


Bernard, J.A. (2016). Cerebellar networks, function, and positive symptom progression in psychosis risk. *71st Annual Meeting of the Society of Biological Psychiatry, Atlanta, GA*
Presented as part of the symposium “Role of Cerebellum In Schizophrenia Spectrum Disorders”

**SIGNIFICANT TEACHING ACTIVITIES:**

Fall 2016,  
Spring 2017 Psychology 365: Psychology of Aging  
Instructor of Record  
Spring 2016 Psychology 689 Special Topics: Psychology & Neuroscience of Motor Control  
Instructor of Record

**MAJOR SERVICE ACTIVITIES:**

2016 NIMH Research Domain Criteria Motor Domain Council Workshop Participant  
2016 Research Foundation Flanders (FWO), Ad Hoc Grant Review  
2016 TAMU APA Summer Research Scholars Mentor  
2015 Danish Council for Independent Research: Medical Sciences, Ad Hoc Grant Review  
2015 Italian Ministry of Health, Ad Hoc Grant Review  
2014-2016 Organization for Human Brain Mapping Annual Meeting Abstract Reviewer
Carlos A. Bolaños-Guzmán.

Associate Professor

POSITIONS:
Associate Professor, Texas A&M University, 2016 — present
Associate Professor, Florida State University, 2011 — 2016
Assistant Professor, Florida State University, 2004 — 2011
Postdoctoral Fellow, University of Texas, Southwestern Medical Center, Dallas, 2000 — 2004
Postdoctoral Fellow, Yale University, 2000

EDUCATION:
PhD, Northeastern University, Boston, MA. 2000
MA, California State University, San Bernardino, CA, 1995
BA, California State University, San Bernardino, CA, 1993

SELECT HONORS/AWARDS:
Elected Fellow to the American College of Neuropsychopharmacology, 2016
Associate Editor, Neuroscience Letters, 2016
Elected to steering committee, National Hispanic Science Network on Drug Abuse (NHSN), 2016
Nancy Marcus Professorship, Florida State University, 2014
Elected to Editorial Board, Neuropsychopharmacology, 2012
Developing Scholar Award, Florida State University, 2012
Early Career Investigator Award: NIDA/APA (Psychopharmacology and Addictions), 2006
National Alliance for Research on Schizophrenia and Depression: Young Investigator, 2004

GRANTS AS PI, co-PI, or co-I:
4. Adolescent Antidepressant Treatment and Drug Reward. National Institute on Drug Abuse (PI), 2005-2006. Total award: $72,000.00
5. Brain-Derived Neurotrophic Factor (BDNF) Signaling Pathways in the Mesolimbic Dopamine System: Role in Depression. National Alliance for Research on Schizophrenia and Depression (NARSAD), Young Investigator Award, (PI), 2004-2006. Total award: $60,000.00
7. Neurocircuitry Underlying Ketamine-induced Antidepressant Effects During Adolescence. National Institute of Mental Health (Co-I), 2014-2016. Total award: $75,454.00
SELECT PUBLICATIONS (of 14 journal articles, 1 book chapters, 0 other):


SELECT PRESENTATIONS:

SIGNIFICANT TEACHING ACTIVITIES:
Classroom Teaching:
Clinical Psychopharmacology (PSB 4447) – (developed course, 2009)
Neuropharmacology (PSB 5347) – (developed graduate course, 2009)
Neurobiology of Brain Dysfunction (PSB 4240) – (developed course, 2011)

Graduate Trainees:
– Lyonna F. Alcantara (2012-present), MS. Current position: Graduate student, Texas A&M
– Omar K. Sial (2013-present), BS. Current position: Graduate student, Texas A&M
– Eric M. Parise (2011-2016), Ph.D., Postdoctoral Fellow, Mount Sinai School of Medicine.
– Brandon L. Warren (2008-2013), Ph.D. Current position: Postdoctoral Fellow, NIDA.

MAJOR SERVICE ACTIVITIES:
2014-20 Member, Biobehavioral Regulation, Learning ad Ethology (BRLE) NIH Study Section
2017 Member, Local Organizing Committee, International Behavioral Neuroscience Society.
2016 – Steering Committee, National Hispanic Science Network on Drug Abuse (NHSN).
2016 – Associate Editor, Neuroscience Letters.
2014-16 Member, Program Committee: American College of Neuropsychopharmacology.
Patrick A. Bolger
Instructional Assistant Professor

POSITIONS:
- Instructional Assistant Professor, Department of Psychology, Texas A&M University, 2016 - Present
- Research Associate, Institutional Assessment & Research, California State University, Monterey Bay, 2015-2016
- Program Developer / Lecturer / Academic Coordinator, CSU Monterey Bay Extended Education, 2014-2015
- Visiting Scholar, Department of Spanish & Portuguese, University of Southern California
- Assistant Professor, Department of Linguistics, University of Alberta, Canada, 2007-2012
- Postdoctoral Fellow, Department of Linguistics, University of Alberta, Canada, 2005-2007

EDUCATION:
- PhD Interdisciplinary PhD Program in Second Language Acquisition and Teaching, University of Arizona, Tucson, AZ. 2005
- BS Business Administration/International Business, San José State University, San José, CA. 1990

GRANTS AS PI, co-PI, or co-I:
- "A psycholinguistic investigation of Spanish heritage speakers’ language competence using the Visual World eyetracking approach." Texas A&M University, College of Liberal Arts Seed Grant Program (co-I), 2017-2018. Total award of $15,000.
- "Using Eye-Tracking to Examine Cognitive Mechanisms of Text Comprehension in Aphasia. University of Alberta, Faculty of Rehabilitation Medicine Internal Grant Program (co-I), 2012-2013. Total award of $10,000.
- University of Alberta Killam Cornerstone Grant (PI), 2009-2010, Total award of $10,000.
- "Alphabetic Transfer in English and Spanish." Dissertation Improvement Grant, National Science Foundation, #416810 (PI), 2004-2005. Total ward of $11,864.
SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):


SELECT PRESENTATIONS:


SIGNIFICANT TEACHING ACTIVITIES:
At Texas A&M:
- PSYC 689 – Language Processing (Fall, 2017)
- PSYC 346 – Psychology of Language (Fall, 2017)
- PSYC 307 – Developmental Psychology (Fall, 2016 – Fall, 2017)
- PSYC 302 – Experimental Psychology (Fall, 2016)
- PSYC 301 – Elementary Statistics for Psychology (Spring – Fall, 2017)

At the University of Alberta:
- LING 101 – Introduction to Linguistic Analysis (Spring, 2012)
- LING 501 – Research Project Seminar (Fall, 2011)
- LING 400/500 – Psycholinguistics (Fall, 2011)
- LING 325 – Writing Systems (Winter, 2011)
- LING 319 – Child Language Acquisition (Winter, 2011)
- LING 604 – Seminar in Psycholinguistics (Winter, 2010)
- LING 100 – Introduction to Human Language (Fall, 2008)

MAJOR SERVICE ACTIVITIES:
At Texas A&M University:

At the University of Alberta:
- Hiring Committee, External Chair search for the Department of Linguistics (2011 – 2012)
- Hiring Committee, Assistant Dean for Technologies and Innovation, Faculty of Arts (Winter 2011)
- Arts Teaching, Learning, and Engagement Committee (ATLEC), Faculty of Arts, University of Alberta (2008 – 2012)
- Director, Centre for Comparative Psycholinguistics (2011 – 2012)
- Participant Pool Director, Department of Linguistics, University of Alberta (2009 – 2012)
- Co-Director, Centre for Comparative Psycholinguistics (2009 – 2011)
- Departmental Colloquium Committee, Department of Linguistics, University of Alberta (Fall 2006 – Winter 2010)
- Organizing Committee for the 6th Annual Conference on the Mental Lexicon (2008)
Rebecca J. Brooker  
Assistant Professor  

**POSITIONS:**  
- Assistant Professor, Texas A&M University, 8/2017 – present  
- Honorary Fellow, University of Wisconsin - Madison, 8/2013 – present  
- Assistant Professor, Montana State University, 8/2013 – 7/2017  
- Research Scientist, University of Wisconsin – Madison, 4/2013 - 8/2013  
- Postdoctoral Fellow, University of Wisconsin – Madison, 8/2011 - 4/2013  

**EDUCATION:**  
- Ph.D., The Pennsylvania State University, 2011  
- M.S., The Pennsylvania State University, 2008  
- B.A., Central College, 2003  

**SELECT HONORS/AWARDS:**  
- Faculty Award for Excellence, MSU Alumni Association & Bozeman Chamber of Commerce (2017)  
- Association for Psychological Science Rising Star (2015)  
- NIH Loan Repayment Program (2014-2017)  

**GRANTS:**  
- **active grants and contracts**  
  Montana State University College of Nursing  
  **Bio-energy for stress relief: Future directions**  
  Role: Co-Investigator (PI: Dr. Alice Running)  
  $4,192.00  

  The John Templeton Foundation: University of Virginia Genetics and Human Agency  
  **How do Perceptions About Heritability Influence Complex Child-Parent Interactions and Character Development?**  
  Role: Co-Investigator (PI: Dr. Matthew Vess)  
  September 2016 – August 2019  
  Total Costs: $523,485  

  P20 GM104417  
  **Center for Health Equity in Rural Montana**  
  Role: Pilot Project Leader (PI: Dr. Alexandra Adams)  
  September 2014-August 2017  
  Amount Awarded: $179,544  

- **completed funding**  
  State of Montana Commissioner of Higher Education  
  **The Synergistic Improvement in the Diagnosis and Treatment of Mental Illness, Dementia, & Chronic Pain**  
  Role: Primary Investigator, Project 1 (PI: Drs. Matt Byerly and Frances Lefcort)  
  August 2015 – June 2017  
  Total costs: $952,058  

K01 MH100240
Convergent Markers of Risk for Psychopathology in Infants and Toddlers
Role: Primary Investigator
April 2013 – July 2017
Total Costs: $499,099

SELECT PUBLICATIONS (of 24 journal articles):


differences, antecedents, and outcomes. *Developmental Science, 16*(6), 864-878. PMCID: PMC4129944.


**SELECT PRESENTATIONS:**


**Brooker, R.J.** & Canen, M.J. (2016). *The ERN as a predictor of early fear: The role of context.* Paper presented at the annual meeting of the Association for Psychological Science; Chicago, IL.

**Brooker, R.J.** (2015). *Characterizing the preschool ERN and its associations with temperament.* Paper presented at the annual meeting of the Association for Psychological Science; New York City, NY.


**SIGNIFICANT TEACHING ACTIVITIES:**

**classroom teaching**

*Advanced Statistical Analysis*, Montana State University  
*Temperament and Development*, Montana State University  
*Introduction to Human Development and Family Studies*, The Pennsylvania State University  
*Elementary Statistics in Psychology*, Penn State World Campus  
*Developmental Psychology*, Penn State World Campus

**undergraduate independent research supervision**

Coleen Trottier, *McNair Scholars Program*, Montana State University (Co-mentor)  
Rebekah Lindsey, *McNair Scholars Program*, Montana State University  
Tanner Lineberry, *McNair Scholars Program*, Montana State University  
Randi Phelps, *Undergraduate Independent Study*, Montana State University  
Holly Howe, *Undergraduate Independent Study*, Montana State University  
Chloe Hedberg, *Senior Thesis*, University of Wisconsin – Madison  
Lindsey Whitcomb, *Undergraduate Independent Study*, Montana State University  
Chloe Hedberg, *Undergraduate Independent Research Project*, University of Wisconsin – Madison

**additional undergraduate supervision**

Undergraduate senior thesis consultation (*N = 3*)  
Undergraduate research assistants (8-10 per academic semester; 5-6 per summer term)

**graduate student supervision**

J. Patrick Begnoche, *primary mentor*, Montana State University Master’s Program
Mara Canen, primary mentor; Montana State University Master’s Program
Reema Najjar, primary mentor; Montana State University Master’s Program
Katie Garrison, secondary mentor; Montana State University Master’s Program
Stephanie Leal, summer mentor; Montana State University Master’s Program
Russell Hoeldtke, summer mentor; Montana State University Master’s Program

MAJOR SERVICE ACTIVITIES:

- Adoption Quarterly
- Behavior Genetics
- Biological Psychology
- Child Development
- Clinical Psychological Science
- Developmental Neuropsychology
- Developmental Psychology
- Emotion (Consulting Editor)
- International Journal of Developmental Neuroscience

**ad-hoc reviewer**

- Frontiers in Genetics (editorial board)
- Hormones and Behavior
- Infant and Child Development
- International Journal of Psychophysiology
- Twin Research and Human Genetics
- Journal of Research on Adolescence
- Journal of Experimental Child Psychology
- Psychoneuroendocrinology
- Sex Roles

**grant reviewing**

- National Institutes of Health Early Career Reviewer. 2015-present.
- State of Montana Youth Crisis Diversion Research Funding. August 2015.
Adrienne R. Carter-Sowell
Associate Professor

POSITIONS:
- September 2017-Present  Associate Professor, Department of Psychology and Africana Studies Program (Jointly Appointed)
- August 2010-August 2017  Assistant Professor, Department of Psychology and Africana Studies Program (Jointly Appointed)

EDUCATION:
- Ph.D.  Purdue University  8/2010
- M.S  Purdue University  5/2007
- B.A  University of Virginia  5/1990

SELECT HONORS/AWARDS:
- Elected to join the Society for Psychological Study of Social Issues organization  6/2017
- Selected as member to the Society of Experimental Social Psychology  6/2017
- Selected to participate in Stanford University Women of Color Academy training program.  5/2017
- Received The Carolyn Payton Early Career Publication Award  8/2016
- Received Diversity Service Award (ACE)  4/2016

GRANTS AS PI, co-PI, or co-I:
“Collaborative Research. The Texas A&M System AGEP Alliance: A model to advance historically underrepresented minorities in the STEM professoriate,” National Science Foundation (Co-PI) 2017-2022, Total award of $1.4 million.

“Collaborative Research. Advancing Interdisciplinary STEM Graduate Education in Energy and Sustainability Disciplines,” National Science Foundation (Co-PI) 2013-2018, Total award of $1.2 million.

SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):


Van Beest, I., **Carter-Sowell, A. R., van Dijk, E., & Williams, K. D.** (2012). Groups being ostracized by groups: Is the pain shared, is recovery quicker, and are groups more likely to be aggressive? *Group Dynamics: Theory, Research, & Practice, 16*, 241-254.


**SELECT PRESENTATIONS:**

**Carter-Sowell, A. R.** (2017, October). *Cultural Viewpoints and Chronic Pains: The interplay of group status, intersectional identities, and pain sensitization.* To be presented at the Pre-conference to accompany the 2017 annual meeting of the Society of Experimental Social Psychology in Boston, MA.


Carter-Sowell, A. R. (2016, April). *Surviving and thriving in the face of multiple marginalities, micro-aggressions, and macro-aggressions: Women of color in predominantly White research institutions.* Presented at the University of Delaware Advance Conference in Newark, DE.

Carter-Sowell, A. R. (2016, March). *Examining group-level workplace ostracism: How representation and coworker support affect retention outcomes.* Presented at the Indiana University Purdue University Indianapolis Colloquium. Hosted by the Department of Psychology and I/O Psychology Graduate Program in Indianapolis, IN.

**SIGNIFICANT TEACHING ACTIVITIES:**
Mentoring and teaching to benefit society: As an Assistant Professor, I have recruited, retained, and placed a graduate student in a tenure-track, faculty position, as well as helped many undergraduate students gain admissions to competitive, advanced degree programs. I have more than ten years of teaching experience with cross-listed classes designed for all levels of the undergraduate and graduate curricula. I possess a diverse range of interdisciplinary research skills and teaching talents that impact class participation and enable me to connect with first generation, nontraditional, and underrepresented ethnic minority students. The availability of my course offerings has been important in the strategic development of the interdisciplinary curricula for the Africana Studies Program and the Women’s & Gender Studies Program, along with fostering a culture of excellence through teaching in the Psychology Department.

**MAJOR SERVICE ACTIVITIES:**
My record of service entails activities that promote the core interests of both Psychology and Africana Studies disciplines. At the national level, I participated as an invited panelist and/or proposal reviewer for the National Science Foundation (2016 Graduate Research Fellowship Program, 2012 Research and Evaluation on Education in Science and Engineering (REESE) meeting, and 2013 + 2012 Social Psychology Programs). Additionally, I have served as an invited, guest speaker and an expert reviewer of manuscripts on marginalization experiences and group stigmatization status for journals that target the Social Psychology field.

John F. Edens, Ph.D.
Professor

POSITIONS:
Texas A&M University
Department of Psychology
Director of Clinical Training (September 2012 – September 2016)
Associate Professor (September 2007 - August 2010)

Southern Methodist University
Department of Psychology
Associate Professor (September 2004 - August 2007)

Sam Houston State University
Department of Psychology
Associate Professor (September 2002 - August 2004)
Assistant Professor (September 1998 - August 2002)

University of South Florida
Department of Mental Health Law & Policy
Post-doctoral Fellow (September 1996 - August 1998)

EDUCATION:
Ph.D. Texas A&M University 1996
M.A. Marshall University 1991
B.A. West Virginia State College 1989

SELECT HONORS/AWARDS:
American Psychology-Law Society (APA Division 41) 2016
Fellow
American Psychological Foundation/Society of Clinical Psychology 2015
Theodore Millon Award in Personality Psychology
Association for Psychological Science 2015
Fellow
Texas A&M University College of Liberal Arts 2012-2016
Cornerstone Faculty Fellowship in Liberal Arts
American Psychology-Law Society (APA Division 41)/ American 2001
Academy of Forensic Psychology
Saleem Shah Award for Early Career Contributions
to Law and Psychology
**GRANTS AS PI, co-PI, or co-I:**


“Personality Features in Social Deviancy,” National Institute of Mental Health (Co-I), 2002-2006. Total award of $1,337,802.

**SELECT PUBLICATIONS (from over 150 journal articles):**


SELECT PRESENTATIONS (from over 200 conference presentations):

SIGNIFICANT TEACHING ACTIVITIES:
Graduate Courses:
- Psychopathology (PSY 626)
- Clinical Psychology and Law (PSY 675)
- Assessment Practicum (PSY 613)
Undergraduate Courses:
- Forensic Psychology (PSY 371)

MAJOR SERVICE ACTIVITIES:
Associate Editor:
- *Psychological Assessment* 2015-Present
- *Journal of Personality Assessment* 2014-2016
- *Assessment* 2004-2009

Editorial Board Member:
- *Behavioral Sciences and the Law* 2003-Present
- *International Journal of Forensic Mental Health* 2003-Present
- *Journal of Personality Disorders* 2014-Present
- *Journal of Abnormal Psychology* 2007-2010, 2013-Present
- *Law and Human Behavior* 2003-Present
- *Psychology, Public Policy, and Law* 2010-2013
- *Psychological Assessment* 2008-2014
- *Journal of Personality Assessment* 2004-2014

Professional Organization Committees:
- American Psychology-Law Society (APA Division 41) Fellows Committee (Chair) 2017-Present
- Strategic Planning Committee for Research (Member) 2012-2014
Shoshana Eitan
Associate Professor

POSITIONS:
1. Associate Professor, Behavioral and Cellular Neuroscience, Department of Psychology, Texas A&M University, College Station, TX, 2013-present.
2. Faculty Member, Texas A&M Institute for Neuroscience (TAMIN), College Station, TX, 2008-present.
3. Assistant Professor, Behavioral and Cellular Neuroscience, Department of Psychology, Texas A&M University, College Station, TX, 2005-2013.

EDUCATION:

<table>
<thead>
<tr>
<th>Degree (Name)</th>
<th>University</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in Neurobiology</td>
<td>Weizmann Institute of Science, Rehovot, Israel</td>
<td>1997</td>
</tr>
<tr>
<td>M.Sc. in Neurobiology</td>
<td>Weizmann Institute of Science, Rehovot, Israel</td>
<td>1992</td>
</tr>
<tr>
<td>B.A. in Biology</td>
<td>Open University, Tel-Aviv, Israel</td>
<td>1990</td>
</tr>
</tbody>
</table>

SELECT HONORS/AWARDS:

GRANTS AS PI, co-PI, or co-I:
“Mood disorders co-morbidities and nonmedical opioid use”, Hogg Foundation for Mental Health (PI), 2010-2011. Total award of $15,000.

SELECT PUBLICATIONS (of 39 journal articles):
2. Bates ML, Emery MA, Wellman PJ, Eitan S, "Inhibiting social support from massage-like stroking increases morphine dependence", Behavioural...
Pharmacology, 2017, accepted pending minor revision.

3. Emery MA, Bates ML, Wellman PJ, Eitan S, "Hydrocodone, but neither morphine nor oxycodone, is effective in suppressing the development of burn-induced mechanical allodynia", Pain Medicine, 2017, in press


SELECT PRESENTATIONS:


SIGNIFICANT TEACHING ACTIVITIES:

1. I taught Biology of Psychological Disorders (PSYC/NRSC 333) and Physiological Psychology (undergraduate PSYC/NRSC 335, honor section 335H, and graduate PSYC 609).

2. I mentor graduate and undergraduate students in the laboratory, publish with
them in peer-reviewed journals, and regularly send them to present at National conferences.

3. The graduate students that graduated from my laboratory went on to academic post-doctoral positions.

4. I mentored an Undergraduate Research Scholar, with included writing an undergraduate thesis.

5. I hold weekly journal clubs for my graduate and undergraduate students where they read, critically analyzed, and present research papers.

6. I held a symposium for undergraduate students on Substance Use Disorders (October 2016), where the students prepared and presented posters and then heard a one hour talk on the subject.

7. I held symposiums for undergraduate students on Mental Health (November 2016 and March 2017), where the students prepared and presented posters on the subjects and then participated in a round table session discussing important issues in detail.

8. A group of my undergraduate students prepared a short video on their research (Fall 2015).

9. My courses involved many extra-curricular activities and opportunities for growth. For example, although my courses are not classified as W, I encourage students to write a review of at least 2000 words on their subject of interest. The subject needs to be related to the course material and extend the material taught in class.

**MAJOR SERVICE ACTIVITIES:**

1. Editorial board membership, Pain Studies and Treatment (PST).

2. External reviewer as part of the promotion and tenure process for applicants being promoted from assistant professor to associate professor with tenure at Peer University, 2016.

3. Serves on the Mentoring Committee for Assistant Professor Jessica Bernard, 2015-present.

4. Serves on the P&T subcommittee, class observation, and writing reports for Assistant Professor Joseph M. Orr, 2016-present.

5. Advisor for Wreckin' Raas undergraduate group. Wreckin' Raas is the premier Raas-Garba Indian Dance team at Texas A&M University, 2016.

6. Serves on multiple Texas A&M Institute for Neuroscience (TAMIN) committees (e.g. undergraduate committee, membership committee).

7. Serves on Departmental Diversity Committee, 2016-present.

8. Served on multiple Departmental committees (e.g. Space Committee, Quant-fMRI Search Committees, Grad Admissions Special Working Group committee,Senior Personality hire recruiting committee)

Sherecce Fields
Associate Professor

POSITIONS:
- Associate Professor, Texas A&M University, 2016 – present
- Assistant Professor, Texas A&M University, 2010 – 2016
- Visiting Researcher/Scholar, University of Texas, Austin, 2012 – 2013
- Postdoctoral Scientist/Pediatric Psychology Fellow, Nationwide Children’s Hospital, 2008 – 2010
- Clinical Instructor of Pediatrics, The Ohio State University, 2008 - 2010

EDUCATION:
- PhD (Clinical Psychology) University of South Florida 2008
- M.A. (Clinical Psychology) University of South Florida 2004
- B.S. (Chemistry) Duke University 1998

SELECT HONORS/AWARDS:
- Ray A. Rothrock ’77 Fellow, College of Liberal Arts, Texas A&M University 2016 - 2018
- SRNT Tobacco-Related Health Disparities Travel Award 2014
- American Psychological Association Interdivisional Mentoring Award 2012
- Texas A&M University ADVANCE Scholar 2011 - 2013

GRANTS AS PI, co-PI, or co-I:
- “Integrating Biometric Responses to the Social Sciences,” Texas A&M University RDF grant (co-PI), 2016 – 2018. Total award $1,200,000.
- “Neural Basis of Habit Learning,” College of Liberal Arts SEED Grant (PI), 2012-2014. Total award $15,000.

SELECT PUBLICATIONS (15 most recent publications):


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

**Summer 2017 Instructor** – (PSYC 304, PSYC 319) Psychology of Sport & History and Systems

Department of Psychology Study Abroad Program in Bonn, Germany

**Spring 2017 Instructor** – (PSYC 407) Behavior Disorders in Children, Texas A&M University

**Instructor** – (PSYC 637) Graduate Course in Clinical Intervention, Texas A&M University

**Instructor** – (PSYC 613) Graduate Practicum in Assessment, Texas A&M University

**Fall 2016 Instructor** – (PSYC 450) Clinical Psychology, Texas A&M University

**Graduate Student Supervision**

Sneha Wager (Fall 2010 – Summer 2016) – current postdoc at Brown University Medical Center

Krista Lange (Fall 2011 – Summer 2016) – current postdoc at Baylor College of Medicine

Ashley Ramos (Fall 2012 – Summer 2017) – current postdoc at Children’s National Medical Center

Michale Sferra (Fall 2012 – present)

Sara Dowd (Fall 2015 – present) - supported in part by Texas A&M University Vision 20/20 Fellowship

Timothy Regan (Fall 2016 – present)

Bethany Harris (Fall 2017 – present)

**Undergraduate Research Supervision**

**Fall 2016**  
Research (PSY 485/491) – two students

**Spring 2016**  
Research (PSY 485/491) – four students; one honors thesis mentored

**Fall 2015**  
Research (PSY 485/491) – four students; one honors thesis mentored

**Summer 2015**  
Research (PSY 485/491) – one student

**Spring 2015**  
Research (PSY 485/491) – five students; two honors theses mentored

**Fall 2014**  
Research (PSY 485/491) – four students

**Summer 2014**  
Research (PSY 485/491) – one student

**Spring 2014**  
Research (PSY 485/491) – six students; three honors theses mentored

**Fall 2013**  
Research (PSY 485/491) – five students

**Summer 2013**  
Research (PSY 485/491) – three students

**Spring 2013**  
Research (PSY 485/491) – four students

**Fall 2012**  
Research (PSY 485/491) – five students

**Spring 2012**  
Research (PSY 485/491) – three students, one honors thesis mentored

**Fall 2011**  
Research (PSY 485/491) – seven students

**Summer 2011**  
Research (PSY 485/491) – three students

**Spring 2011**  
Research (PSY 485/491) – two students

**MAJOR SERVICE ACTIVITIES:**

**National Service**

2016 – pres  CPDD, Underrepresented Populations Committee

2012 – pres  SRNT: Program Committee for Health Disparities Research Network
2011 – pres  APA Div. 28: Committee on Minority Support in Psychopharm and Substance Abuse Research
2003 – 2005  American Psychological Association of Graduate Students
              Campus Representative for University of South Florida

Department Service
2017 – pres  Curriculum Development Committee
2010 – 2014  Clinic Coordination Committee
2013 – 2014  Senior FMRI Search Committee Member
2013 – 2014  Chair, Clinical Area Awards Committee
2014         Graduate Grant Summer Fellowship Committee
2014 – 2015  Clinical Area Representative, Graduate Studies Committee
2014-2015    Affective Science Search Committee Member
2014         TA training for Graduate Students

University Service
2016 – 2017  Reviewer, Honorary Degree Committee
2016-pres    CIMPIR Tier One Program Research Mentor
2015         Reviewer, Aggies Commit Fellowship
2015 – pres  Women’s Faculty Network, Treasurer
2012 – 2015  Women’s Faculty Network, Steering Committee Member
2013         Faculty Ombudsman Search Committee Member
Lisa Geraci
Professor

POSITIONS:
- Associate Head of Psychology, Texas A&M University 2017-present
- Professor of Psychology, Texas A&M University 2017-present
- Associate Head of Programs in Psychology, Texas A&M University 2016-2017
- Director of Cognition and Cognitive Neuroscience, Texas A&M 2011-2016
- Associate Professor of Psychology, Texas A&M University 2011-2017
- Assistant Professor of Psychology, Texas A&M University 2005-2011
- Post-Doctoral Fellow, Washington University in St. Louis 2001-2005

EDUCATION:
- Ph.D., Experimental Psychology, Stony Brook University, 2001
- M.A., Experimental Psychology, Stony Brook University, 1998
- B.A., Psychology, Macalester College, 1996

SELECT HONORS/AWARDS:
- Fellow of the Association for Psychological Science (2015)
- Fellow of the Psychonomic Society (2013)
- National Institutes of Health Clinical Research Loan Repayment Award (2004-2010)
- National Institute on Aging Summer Institute on Aging Research Award (2002)
- American Psychological Association Dissertation Research Award (2001)

GRANTS AS PI, co-PI, or co-I:
“Using interactive art technology to improve older adults’ social connectedness and well-being, National Endowment for the Arts” (16-968162), (Co-PI), 2016-2018. Total award of $18,000.
“Investigating how prior task success improves memory performance in older adults,” National Institute on Aging (1R01AG039502), (PI), 2011-2015, Total award of $404,387.
“Improving older adults’ memory,” Texas A&M University Faculty Research Enhancement Award, (PI), 2008-2009. Total award of $4,000.
“Unconscious forms of memory may be spared in older adults,” The Melbern G. Glasscock Center for Humanities Research Faculty Fellowship, (PI), 2007-2008, Total award of $1,500.
“Aging and implicit memory: The role of task demands and neurological functioning,”


**SELECT PUBLICATIONS (of 43 journal articles, 4 book chapters, 4 other):**


SELECT PRESENTATIONS:
Geraci, L. (February, 2016). The relationship between self-perception and cognition in older adults. Invited talk given at Rice University, Houston, TX.
Geraci, L. (June, 2015). The effects of self-perceptions and expectations on older adults’ cognitive performance and well-being. Invited talk given at the International Colloquium on Challenges to Successful Aging, Missillac, France.

SIGNIFICANT TEACHING ACTIVITIES:
Introduction to Psychology, Texas A&M University
Honors Introduction to Psychology, Texas A&M University
Human Cognitive Processes, Texas A&M University
Graduate Memory and Consciousness, Texas A&M University
Graduate Cognition, University of Missouri, St. Louis

MAJOR SERVICE ACTIVITIES:
Editorial Boards
Memory & Cognition (2016-present)
Experimental Aging Research (2014-present)
Journal of Memory and Language (2014-present)
James W. Grau
Mary Tucker Currie Professor

POSITIONS:
- Graduate Faculty, Texas A&M Health Science Center, 2011-present
- Professor, Department of Psychology, Texas A&M University, 1998-present
- Associate Professor, Department of Psychology, Texas A&M University, 1992-1998
- Assistant Professor, Department of Psychology, Texas A&M University, 1987-1992
- Vis. Asst. Professor, Department of Psychology, Univ. North Carolina, 1985-1987

EDUCATION:
- Ph.D. University of Pennsylvania, Psychology, 1985
- M.A. University of Pennsylvania, Psychology, 1982
- B.A. University of Colorado, Molecular Biology and Psychology, 1981

SELECT HONORS/AWARDS:
- Jerry Johnston Andrew Spinal Research Award (2014, $10,000)
- Fellow, American Psychological Society (2009)
- Mary Tucker Currie Professor of Liberal Arts (2005-present)
- University Faculty Fellow Award (2000-2005; $100,000)
- University Research Award (2001)
- Fellow, American Psychological Association (Divisions 3, 6 & 28)
- Phi Beta Kappa (1981)

GRANTS (as PI, selected):
- NINDS (R21), “Effect of inflammation on recovery and pain after spinal cord injury”, 2/1/16-1/31/18, $402,205 (5th percentile).
- NICHD (R01), “Influence of environmental stimulation and learning on recovery after injury”, 9/28/07-7/31/13, $1,214,400 (10.1 percentile, first submission).
- NINDS (R01), “Learning within the spinal cord: Clinical implications”, 2/1/07-1/31/13, $1,461,899 (5.1 percentile, first submission).
- NINDS (R01), “Learning within the spinal cord: Clinical implications”, 12/1/01-2/14/07, 1,820,265 (1.3 percentile).
- NIMH (R01), "Sensitization: Behavioral properties & neural mechanisms", 12/96-11/00, $335,591 (1.3 percentile).
NSF Grant, "Conditioned changes in pain reactivity: The variables which determine the direction and the form of the conditioned response", 3/89-2/91, $74,651.
NIDA (R03), "Activation of the hormonal form of opioid analgesia", 5/89-4/90, $33,134.
NIDA (R03), "The role of the central nucleus of the amygdala in pain", 1/87-6/88, $21,289.

**GRANTS (as coPI/coI, selected):**


NINDS (R01), “Metaplasticity and recovery after spinal cord injury: Cellular mechanisms”, 4/10-3/14, $1,136,357 ($75,000 direct/yr. to J. Grau), coPI (PI: A. Ferguson) (5 percentile, first submission).

NINDS (R03), “Pavlovian conditioning in injured spinal cord systems”, 9/1/05-8/30/07, $144,000, PI: Dr. M. Hook.


**SELECT PUBLICATIONS (out of 103 peer-reviewed papers):**


BOOKS:


SELECT PRESENTATIONS (last 5 years):

Emory, ICORD, International Symposium on Neural Regeneration, Kentucky Spinal Cord Injury Research Symposium, University of Colorado, University of Michigan

SIGNIFICANT TEACHING ACTIVITIES:

Have graduated 13 Ph.D. students; regularly teach Psychology of Learning at the undergraduate (NRSC/PSYC 340) and graduate (NRSC/PSYC 606) level; co-teach Principles of Neuroscience II

MAJOR SERVICE ACTIVITIES:

NIH: Clinical neuroplasticity and neurotransmitters (CNNT; 2017)

Chair, Hiring Committee in Spinal Cord Injury (2015-2017, $1.5 million grant to recruit 4 asst. profs.)

Neilsen Foundation Grant Review Panel (2017-2022)

APA Committee on Scientific Awards (2014-2016; Chair, 2016)

Chair, Texas A&M Institute for Neuroscience (2007-2011)

President of APA Division 6 (2003-2006)
Robert W. Heffer, Ph.D.
Clinical Professor

POSITIONS:
Associate Director of Clinical Training, September 2011-present
Director, TAMU Psychology Clinic, September 1991-present

EDUCATION:
Ph.D. (Clinical Psychology)* Louisiana State U. December 1988
M.A. (Clinical Psychology) Louisiana State U. December 1984
B.A. (Psychology) Wheaton College May 1981
* pre-doctoral clinical internship, West Virginia U. Medical Center, September 1986-August 1987

SELECT HONORS/AWARDS:
Jean Spruill Achievement Award—Association of Psychology Training Clinics, February 2014
College-Level Association of Former Students Distinguished Achievement Award for Teaching—College of Liberal Arts, June 2011
Outstanding Contribution to Education Award—Texas Psychological Association, November 2009

GRANTS AS PI, co-PI, or co-I:


SELECT PUBLICATIONS:


**SELECT PRESENTATIONS:**

O'Halloran, M.S., Cellucci, T., Terry Friedman, P., & Heffer, R.W. (March, 2016). *Where we've been and where we are going: APTC's professional training roles in departmental leadership, competency education, ethics, diversity, and internationalization*. Continuing education symposium presented at the meeting Association of Psychology Training Clinics, Seattle, WA.


Heffer, R.W., Cooper, L., Snyder, D.K., & Lewis, B.L. (February, 2010). *Integrating student competency evaluations into training*. Continuing education panel discussion presented at the meeting of the Council of Chairs of Training Councils (CCTC) Joint Conference. Orlando, FL.


**SIGNIFICANT TEACHING ACTIVITIES:**

Graduate Teaching: Psychological Assessment of Children and Adolescents; Seminar in Pediatric Psychology; Clinical Assessment Practicum; Clinical Interventions Practicum

Undergraduate Teaching: Psychology of Adjustment (plus Honors section); Behavior Principles; Field Experience; Undergraduate Directed Studies; Undergraduate Research

**MAJOR SERVICE ACTIVITIES:**

Dean’s Advisory Committee on Academic Track Faculty Promotions—TAMU College of Liberal Arts, October 2013-present

Council of Past Presidents, Association of Psychology Training Clinics (APTC), February 2010-present

Consulting Editor, *Training and Education in Professional Psychology*, 2008-present
Joshua A. Hicks
Associate Professor

**POSITIONS:**
Associate Head of Undergraduate Studies, Psychology Department, Texas A&M University, College Station, TX, 2017-present
Associate Professor, Psychology Department, Texas A&M University, College Station, TX, 2015-present
Assistant Professor, Psychology Department, Texas A&M University, College Station, TX, 2009-2015

**EDUCATION:**
Ph.D. University of Missouri, Personality and Social Psychology, 2009

**SELECT HONORS/AWARDS:**
Fellow, Society of Experimental Social Psychology
Research Merit Award, Texas A&M University, 2012

**GRANTS AS PI, co-PI, or co-I:**
Maximizing Aggie Diversity: The M.A.D. Chat Podcast, Texas A&M University IIDEA (Innovation in Inclusion, Diversity, Equity and Accountability) Grant (Co-PI and faculty sponsor), 2016.
Texas A&M University-American Psychological Association (TAMU-APA) Undergraduate Summer Scholars Program, American Psychologist (Co-PI), 2016.

**SELECT PUBLICATIONS (of 60 journal articles, 7 book chapters, 2 other):**
frontal asymmetry: Neurophysiological traits of emotion-based impulsivity. Social, Cognitive, and Affective Neuroscience. 10, 1310-1315

BOOKS:

SELECT PRESENTATIONS:

SIGNIFICANT TEACHING ACTIVITIES:
Classes Taught:
Psych 315, Social Psychology
Psych 315, Honors Social Psychology
Psych 330, Personality Psychology
Psych 485, Undergraduate Research
Psych 491, Advanced Undergraduate Research
Psych 481, Existential Psychology
Psych 695, Current Readings in Social and Personality Psychology
Psych 695, Research Methods in Social and Personality Psychology
Psych 691, Graduate Research

Supervise Approximately 20-25 Undergraduate RAs a semester
Supervised 3 Graduate Students:
Elizabeth Seto (Assistant Professor, Colby College)
William Davis (Visiting Assistant Professor, Mt. Holyoke College)
Jinhyung Kim (Current Graduate Student)

MAJOR SERVICE ACTIVITIES:

Associate Head of Undergraduate Studies, Psychology Department, Texas A&M University, College Station, TX, 2017-present
Created and Chaired Departmental Student Diversity Committee (2016-2017)
Chair of the Departmental Diversity Committee, Texas A&M University (2014-2016)
Editorial Board: Journal of Personality and Social Psychology, Self and Identity
Heather C. Lench
Associate Professor & Department Head

POSITIONS:
- Department Head of Psychology, Texas A&M University, 2016-present
- Associate Head of Psychology, Texas A&M University, 2014-2015
- Associate Professor of Psychology, Texas A&M University, 2013-present
- Assistant Professor of Psychology, Texas A&M University, 2007-2013

EDUCATION:
- PhD (Social Psychology) University of California, Irvine 2007
- MA (Experimental Psychology) California State University, Fresno 2001
- BA (Psychology) Florida State University 1999

SELECT HONORS/AWARDS:
- Scholar in the John Templeton Foundation working group for Happiness, Virtue, and Meaning in Life, 2015-2017
- American Psychological Association New Investigator Award in experimental Psychology, 2010

GRANTS AS PI, co-PI, or co-I:
- “Principle-agent models of decision delegation during systems design: Integrating modeling and behavioral approaches,” National Science Foundation (co-PI), 2016-2019. Total award of $398,967.

SELECT PUBLICATIONS (of 46 journal articles, 8 book chapters, 1 other):


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

Teach Elementary Statistics for Psychology. Students collect data on a question related to psychological research, analyze and write up their findings, and present posters.

Research mentor for 79 undergraduate students at Texas A&M 2007-2017. 40% have continued to graduate school, 44% from underrepresented backgrounds, 83% women. Students have gone on to top graduate programs (e.g., UC, Irvine, Carnegie Mellon).

**MAJOR SERVICE ACTIVITIES:**

Social Psychology Review Panel for the National Science Foundation, 2015-2018
Editorial Board, Journal of Happiness Studies, 2008-present
Annmarie MacNamara
Assistant Professor

POSITIONS:
Assistant Professor, Texas A&M University, 2016-
Visiting Research Assistant Professor, University of Illinois at Chicago, 2015-2016
Postdoctoral Fellow, University of Illinois at Chicago, 2013-2015

EDUCATION:
Ph.D. Stony Brook University 2013
M.A. Stony Brook University 2009
M.F.A. Glasgow School of Art 2006
B.A. McGill University 2001

SELECT HONORS/AWARDS:
Anxiety and Depression Association of America
Donald F. Klein Early Career Investigator Award, Finalist, 2017.

Society of Biological Psychiatry
Travel Award, 2014.

Psychonomic Society
Paper of the Year, Cognitive, Affective and Behavioral Neuroscience, 2011.

SELECT GRANTS AS PI, co-PI, or co-I:
“Brain-Behavior Markers of Negative Affectivity, Comorbidity in Anxiety Disorders,”

SELECT PUBLICATIONS (of 31 journal articles, 4 book chapters):


**SELECT BOOKS:**


SELECT PRESENTATIONS:

MacNamara, A. (2017, April). The late positive potential to imagined negative scenes. “Poster Spotlight” presented at the 2017 annual meeting of the Society for Affective Science, Boston, MA.


SIGNIFICANT TEACHING ACTIVITIES:

PSYC 614 Clinical Practicum (graduate)
PSYC 301 Elementary Statistics for Psychology (undergraduate)
PSYC 485, 491 Directed Studies (undergraduate)

MAJOR SERVICE ACTIVITIES:

Select Manuscript review: e.g., Biological Psychiatry; Biological Psychology; Cognitive, Affective and Behavioral Neuroscience (CABN); Clinical Psychological Science; Depression and Anxiety; Emotion; Human Brain Mapping; Journal of Abnormal Psychology; Journal of Affective Disorders; Neuroimage; Neuropsychologia; Neuropsychopharmacology; Psychophysiology; Social, Cognitive and Affective Neuroscience (SCAN); World Journal of Biological Psychiatry.

Grant review: United States-Israel Binational Science Foundation (2016).

Dissertation review: Feb. 2017, Dominque Kessel, Dept. of Psychology, Universidad Autonoma de Madrid, (PhD advisors: Luis Carretié & Manuel Tapia); May 2017, Anna Finley, Dept. of Psychology, TAMU, (PhD advisor: Brandon Schmeichel); July 2017, Fenan Rassu, Dept. of Psychology, TAMU, (PhD advisor: Mary Meagher); May 2018, Brenna Lin, Dept. of Educational Psychology, TAMU, (PhD advisor: Steven Woltering).

Select Committees: Program Committee, Society for Psychophysiological Research (SPR, 2017-); Chair, Travel Award sub-committee, Committee to Promote Student Interests, SPR (2007-); Undergraduate Studies Committee, Texas A&M University (2016-).
Stephen Maren
Professor

POSITIONS:
Claude H. Everett ‘47, Jr. Chair of Liberal Arts, Department of Psychology, Texas A&M University, 2015-present
Professor, Department of Psychology, Texas A&M University, 2012-present.
Professor, Department of Psychology, University of Michigan, 2006-2012.
Associate Professor, Department of Psychology, University of Michigan, 2002-2006.
Assistant Professor, Department of Psychology, University of Michigan, 1996-2002.
Postdoctoral Fellow, Department of Psychology, University of California, Los Angeles, 1993-1996.

EDUCATION:
Doctor of Philosophy University of Southern California 1993
Master of Science University of Southern California 1991
Bachelor of Science University of Illinois, Urbana-Champaign 1989

SELECT HONORS/AWARDS:
D. O. Hebb Distinguished Scientific Contributions Award, American Psychological Association, 2017
Presidential Impact Fellow, Texas A&M University, 2017
Fellow, Association for Psychological Science, 2009
Fellow, American Psychological Association, 2004
Distinguished Scientific Award for Early Career Contribution to Psychology (Behavioral and Cognitive Neuroscience), American Psychological Association, 2001

GRANTS AS PI, co-PI, or co-l (since 2010):
“Neural circuits for stress-induced fear relapse (F31MH107113-01A1),” National Institute of Mental Health (PI), 2016-2018. Total award of $64,185.
“Prefrontal-hippocampal interplay in contextual memory retrieval,” McKnight Endowment Fund for Neuroscience (PI), 2015-2018. Total award of $300,000.
“Brain-behavior markers of negative affectivity, comorbidity in anxiety disorders (K23MH105553-01A1),” National Institutes of Mental Health (Co-I, Primary mentor), 2016-2019. Total award of $528,324.
“Neural substrates of contextual memory in fear extinction (R01MH065961-06A1),” National Institute of Mental Health (PI), 2008-2014. Total award of $1,868,995.
“Interactions between the ventral hippocampus and amygdala during renewal of fear (F31MH019822-02),” National Institute of Mental Health (Sponsor), 2010-2012. Total award of $64,185.

SELECT PUBLICATIONS (of 136 journal articles, 8 book chapters, 2 theses):


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

Instructor, *Physiological Psychology* (Psychology/Neuroscience 335), Undergraduate course (200 students), TAMU, Spring 2017

Instructor, *Neuroscience of Learning and Memory* (Psychology/Neuroscience 332), Undergraduate course (38 students), TAMU, Fall 2016

Lecturer, *Emotional Memory: Neuroscience School of Advanced Studies*, Abbazia di Novacella, Bressanone, Italy, Summer 2016

Instructor, *Drugs and Behavior* (Psychology/Neuroscience 336), Undergraduate course (20 students), TAMU, Spring 2016

**MAJOR SERVICE ACTIVITIES:**

Chair, NIH BRAINS Study Section, Center for Scientific Review, 2017

Member, Research Development Fund Advisory Committee, Vice President for Research, Texas A&M University, 2015-2017

President, Pavlovian Society, 2013

Editor-in-chief, *Behavioural Brain Research*, 2010-present
Vani A. Mathur
Assistant Professor

POSITIONS:
Assistant Professor       Texas A&M University       2015-present

EDUCATION:
Postdoctoral Fellowship  University of Maryland, Baltimore  2014-15
Postdoctoral Fellowship  Johns Hopkins University        2012-14
Ph.D. in Psychology      Northwestern University          2012
M.S. in Psychology       Northwestern University          2009
B.S. in Human Physiology  Boston University               2005

SELECT HONORS/AWARDS:
Texas A&M University ADVANCE Scholar, 2015
NIH Health Disparities LRP, 2013
American Pain Society Pain & Disparities SIG Young Investigator Award, 2012
Interdisciplinary Biobehavioral Pain Research Fellow, 2012
Northwestern University Graduate School Career Development Award, 2012
Philip Brickman Endowment Fellowship, 2010
Society, Biology, and Health Cluster Fellowship, 2009
Women’s Health Research Award, Massachusetts General Hospital, 2006

GRANTS AS PI, co-PI, or co-I:
Consortium Proof of Concept Grant (co-PI), 5/2017-12/2017. Total award of $4000.
“Neural Mechanisms of Attention to Pain Cues,” Texas A&M Division of Research PESCA
Grant (co-PI), 05/2017-4/2018. Total award of $17,977.22.
“Racial disparities in pain experience: Neuroimaging and behavioral investigations,”
National Institute of Neurological Disorders and Stroke, NINDS, (co-I), 07/2011-
04/2013. Total award of $419,375.
“Racial disparities in the subjective and neurobiological processing of pain perception
and experience,” Northwestern University Graduate Research Grant (PI), 2012.
Total award of $3000.
“A neural investigation of the effects of racial group membership and discrimination on
the experience of pain” Midwest Pain Society Robert G. Addison and E. Richard
Blonsky Research Grant (PI), 2010-2012. Total award of $6000.

SELECT PUBLICATIONS (of 19 journal articles, 2 book chapters, 1 other):


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

National Science Foundation Graduate Research Fellowships Program (NSF GRFP) grant to Graduate Mentee: Namrata Nanavaty, 2017-2020

George Bush Presidential Library Foundation Undergraduate Student Travel Grant to Undergraduate Mentee: Mollie Adams, 2017

Mentor, APA Summer Undergraduate Research Opportunity Program at Texas A&M University, 2016

Instructor, Experimental Psychology/Research Methods, 2011-present (NU & TAMU, undergraduate)

Instructor, Health Psychology, 2010-present (NU & TAMU, graduate & undergraduate)

Graduate Student Mentor, Northwestern University Psychology Resources and Information Supporting Minorities (PRISM), 2011

**MAJOR SERVICE ACTIVITIES:**

Chair, Pain and Disparities Shared Interest Group of the American Pain Society, 2017 (board member since 2012, previously co-Chair & Secretary)

Member, TAMIN Graduate Recruiting Committee, 2016-2018

Judge, TAMIN Society for Neuroscience (SfN) Chapter Poster Session, 2016

Member, Diversity Sciences Search Committee, 2015
Mary W. Meagher
Professor

POSITIONS:
- Professor, Texas A&M University/Department of Psychology, 2005-present
- Associate Professor, Texas A&M University/Department of Psychology, 2000-2005
- Assistant Professor, Texas A&M University/Department of Psychology, 1994-2000

EDUCATION:
- Ph.D., University of North Carolina at Chapel Hill, 1989
- B.S., Nazareth College of Rochester, 1982

SELECT HONORS/AWARDS:
- American Psychological Science, Fellow, 2015
- Texas A&M University College of Liberal Arts Cornerstone Faculty Fellow, 2008-2013
- American Psychological Association, Fellow in Division 12 (Clinical Psychology) 2010
- Research Excellence Award, Women’s Former Students Association, TAMU, 2009

GRANTS:
- “Impact of sexual assault on pain sensitivity”, One Health Seed Grant (PI), 2014-2017, Total Award $4,500
- “Role of Social Stress-Induced Cytokines in Exacerbating an Animal Model of MS”, NIH/NINDS R01-NS060822 (PI), 2/15/08-1/31/14. Total award $1,150,852.

SELECT PUBLICATIONS:


SELECT PRESENTATIONS:


SIGNIFICANT TEACHING ACTIVITIES:
PSYC/NRSC 360: Health Psychology (N=115, Fall and Spring) this class includes online “Mind-Body Lab”- a series of active learning/writing projects.
PSYC/NRSC 360H (N=20, taught every 2-3 yrs): Honors Health Psychology. Students discuss journal articles and books, complete essay exams, and lab projects.
PSYC 614 (N= 5-6, once/year): Practicum in Clinical Psychology provides supervised clinical training in the delivery of psychological interventions in the Psychology Clinic.
PSYC/NRSC 485 (N=6-12 each semester): Research in my affective neuroscience of pain lab. Top students present at TAMU Student Research Week and conferences.

MAJOR SERVICE ACTIVITIES:
NATIONAL
NIH Biobehavioral and Behavioral Processes: Psychopathology, Developmental Disorders, Epigenetics, and Health, Special Emphasis Panel (ZRG1 BBBP-Z-04) Study Section, March 2017
NIH Chronic Fatigue Syndrome & Fibromyalgia Special Emphasis Panel (ZRG1 CFSM) Study Section, February 2011, October 2010, July 2010
APA Division 6 (Behavioral Neuroscience) Member at Large, 2010-2012
APA Scientific Leadership Division 6 Representative, APA’s Board of Scientific Affairs (BSA) and the Science Directorate, November 11-14 2010

UNIVERSITY/COLLEGE
2015-present College Climate & Inclusion Committee
2015-1016 President’s Committee on Campus Carry
2008-2014 Council of Principal Investigators, Executive Committee
2011-2014 College of Liberal Arts Dean’s Strategic Planning Committee
2012 Provost’s Committee on Integration of TAMU and the TAMHSC
2010-2011 Provost Search Committee
2008-2011 Faculty Senate, Research Administration Shared Services

DEPARTMENT
2017- present Curriculum Development Committee Member
2016- present Department Diversity & Inclusion Committee, Chair
2016-present Department Head Advisory Committee Member
2014 Department Teaching Workload Policy Committee
2013 Neuroimaging External Advisory Committee, Chair
Kathi N. Miner
Associate Professor of Psychology

POSITIONS:
- Associate Professor of Psychology, Texas A&M University, 2017-present
- Assistant Professor of Psychology and Women’s & Gender Studies: Texas A&M University, 2008-2016
- Assistant Professor of Psychology: Western Kentucky University, 2004-2008

EDUCATION:
Ph.D. University of Michigan, Psychology and Women’s Studies 2004
M.A. Southern Methodist University, Experimental Psychology 1997
B.A. University of California, Irvine, Psychology and Social Behavior, magna cum laude 1995

SELECT HONORS/AWARDS:
- Women’s Progress Award, Women’s Resource Center of the Offices of the Dean of Student Life, Texas A&M University, 2015
- Selected attendee of the American Psychological Association Institute for Feminist Academic Psychologists, 2012
- Student Led Award for Teaching Excellence (SLATE) Recipient, Texas A&M University, 2009

GRANTS AS PI, co-PI, or co-I:
- “Promoting success of women faculty through a psychologically healthy workplace,” National Science Foundation (co-I), 2009-2014. Total award $4.5M.
- The influence of educational climate on college women’s attrition from STEM fields: A three-year longitudinal study,” National Science Foundation (co-PI), 2009-2011. Total award $500K.

SELECT PUBLICATIONS (of 29 journal articles, 3 book chapters):


**SELECT PRESENTATIONS:**


Miner, K. N. (March, 2017). *Was that an insult? How subtle interpersonal discrimination affects women’s persistence in STEM*. To be presented at the annual Southwestern Psychological Association Convention, San Antonio, TX.


Miner-Rubino, K. N. (January, 2011). *Workplace incivility, political orientation, and physical health*
during the 2008 presidential election. Rice University, Houston, TX.
Miner-Rubino, K. N. (March, 2009). Does being a mom help or hurt? Workplace incivility as a function of motherhood status. Association for Women in Psychology annual conference, Newport, RI.

SIGNIFICANT TEACHING ACTIVITIES:

Undergraduate
- Psychology of Women (in-person and online)
- Women’s and Gender Studies Senior Seminar: Women and Marriage
- Introduction to Women’s and Gender Studies

Graduate
- Organizational Psychology Seminar: Occupational Health Psychology
- Organizational Psychology Seminar: Stigmatized Identities in Organizations
- Organizational Psychology Seminar: Workplace Abuse and Mistreatment
- Industrial/Organizational Psychology Research Colloquium

MAJOR SERVICE ACTIVITIES:

National
- Guest Editor: Special Issue on ADVANCEing Women Faculty in STEM: Empirical Findings and Practical Recommendations from National Science Foundation ADVANCE Institutions, Equality, Diversity and Inclusion: An International Journal, 2016-present
- Consulting Editor, Psychology of Women Quarterly, 2015-2016
- Guest Editor: Special Issue on Interpersonal Mistreatment of Women in the Workplace, Sex Roles, 2013-2014
- Editorial Board, Journal of Business and Psychology, 2008-present

University
- Women’s Research on Women Symposium presenter, Texas A&M University, 2016
- Graduate Student Campus Climate Survey Committee Member, Texas A&M University, 2015-2016
- LGBT University Climate Assessment Committee Member, Office of the Vice President and Associate Provost, Texas A&M University, 2014-2015
- ADVANCE Center Faculty-Staff Interaction Committee, Texas A&M University, 2010-2013
- ADVANCE Center Roadmap for a Successful Academic Career Workshop Committee, Texas A&M University, 2010-2013
- ADVANCE Center Faculty Student Diversity Training Committee, Texas A&M University, 2010-2013
Leslie C. Morey
George T. and Gladys H. Abell Professor of Liberal Arts

POSITIONS:
- Professor of Psychology, Texas A&M University, 1999-present
- Department Head, Department of Psychology, Texas A&M University, 2006-2010
- Professor of Psychology, Vanderbilt University, 1997-1999
- Associate Professor of Psychology, Vanderbilt University, 1989-1997
- Visiting Associate Professor of Psychiatry, Harvard Medical School, 1995-1996
- Director of Clinical Training, Vanderbilt University, 1989-1995
- Assistant Professor of Psychology, Vanderbilt University, 1984-1988
- Assistant Professor of Psychology in Psychiatry, Yale University, 1982-1984
- Assistant Professor of Psychology, University of Tulsa, 1981-1982

EDUCATION:
- Ph.D., Department of Clinical Psychology, University of Florida, 1981
- Internship, Univ. of Texas Health Sciences Center, San Antonio, 1980-1981

SELECT HONORS/AWARDS:
- Bruno Klopfer Award for lifetime contributions to personality assessment, Society for Personality Assessment, 2017
- Distinguished Scientific Contributions to Clinical Psychology Award, American Psychological Association Division 12, 2016
- Presidential Award for Contribution to Methods, Association for Scientific Advancement in Psychological Injury and Law, 2016
- Psychoanalytic Research Exceptional Contribution Award, International Psychoanalytic Association, 2013
- Walter Klopfer Award, Society for Personality Assessment, 2012
- Distinguished Alumnus Award, Northern Illinois University, 2010

GRANTS AS PI, co-PI, or co-I:
- Empirical Articulation of a Core Dimension of Personality Pathology. American Psychiatric Association DSM-V Data Analysis Project (PI), 2009-2011. $11,500
- Collaborative Longitudinal Study of Personality Disorders, National Institute of Mental Health R10/R01 MH 50838 (PI), 1996-2010. $1,116,732
Reconceptualizing Dependence Severity in Project MATCH. NIH/ National Institute of Alcoholism and Alcohol Abuse R21-AA015334 (PI), 2005-2008. $200,000

Therapeutic Assessment with Manualized Cognitive Behavior Therapy to Reduce Suicidality in Borderline Personality. American Foundation for Suicide Prevention, (PI) 2004-2008, $20,000

Taxometric Methods in Mental Health Research. NIH/ National Institute of Mental Health R03 MH064599-02 (Co-PI), 2002-2003. $50,000


A Dose-determination, Efficacy, and Safety Study with L-Alpha-Glycerylphosphorylcholine in Patients with Primary Degenerative Dementia of the Alzheimer Type. (PI) Inter-University Network of Clinical Pharmacology, 1991-1993. $10,000


Use of Videodisc in the Assessment of Psychopathology: Proposal for Abnormal Psychology. Sears-Roebuck Foundation Grant for Improvement of Undergraduate Teaching and Learning (PI), 1989-1990. $3,500

Placebo-Controlled Clinical Study with Nimodipine in Old-Age Dementias. Italfarmaco, (Co-PI) 1988-1989. $28,000,

Phase II Placebo-Controlled Clinical Study with Reboxetine in Major Depression. Farmitalia Carlo Erba, (Co-PI), 1988-1989. $72,000


Toward a Taxonomy of Adaptive Behavior in Severe Mental Retardation. The Spencer Foundation (PI), 1985-1986. $5,549


Alcohol Abuse: Patterns and Subtypes. Addiction Research Foundation, Toronto, Ontario, Canada (PI), 1980-1981. $2,500

SELECT PUBLICATIONS (of 250+ journal articles and book chapters):


**SELECT BOOKS:**


SELECT PRESENTATIONS:

SIGNIFICANT TEACHING ACTIVITIES:
Courses taught include Personality Psychology, Psychological Assessment (graduate), Psychological Testing and Measurement (undergraduate), Practicum in Clinical Psychology, Advanced Seminar in Clinical Psychology, Abnormal Psychology.
Training presentations on assessment and diagnosis conducted for: American Psychological Association; US Center for Substance Abuse Treatment (CSAT); US Department of Energy; US National Security Agency; US Central Intelligence Agency; US Social Security Administration; the Army, the Navy, and the Air Force Distinguished Visiting Professorships program; Royal Canadian Mounted Police; Houston Astros; Australian Psychological Society; Psychological Assessment Australia; Society for Personality Assessment; National Academy of Neuropsychology; Massachusetts General Hospital; State of Oklahoma Department of Mental Health; Law Enforcement Psychological Services; University of Florida Continuing Education Program; Tennessee Psychological Association; Texas Psychological Association; Florida Psychological Association; Virginia Academy of Clinical Psychology; Oregon Psychological Association, Louisiana Psychological Association, Ontario Psychological Association, Northern Alabama Psychological Society, British Columbia Psychological Association, Arkansas Psychological Association, State of Tennessee, State of Texas, State of Florida, State of New Jersey Departments of Corrections; various Veterans Administration Medical Centers.

MAJOR SERVICE ACTIVITIES:
Member, APA DSM-5 Work Group on Personality and Personality Disorder
Member APA DSM-5 Gender and Cross-Cultural Study Group
Advisory Committee, APA DSM IV Work Group on Personality Disorders
Member, Publications and Communications Committee, APA Division 12 (2016-present)
Board of Directors, Society for Personality Assessment, 2013-2015
Member, Behavioral, Social, and Cultural Determinants of Health and Care (HSR-2), Veterans Administration, 2016-2017
Member, NIH/NIMH APDA, Adult Psychopathology and Disorders of Aging (APDA) study section (formerly ZRG1 BBBP-5), 2001-2005, 2007-2011 as charter member
Member and site visitor, Special Review Committee, National Institute on Alcoholism and Alcohol Abuse, Alcohol Research Center grants program
Member, Special Review Committee, National Institute on Alcoholism and Alcohol Abuse, Genetics of Alcoholism grants program
Member, Clinical and Treatment Research Subcommittee (ALCP 1), National Institute on Alcoholism and Alcohol Abuse, 1992-1993
Associate Editor, *Assessment*, 1992-2004
Justin Moscarello  
Assistant Professor

POSITIONS:  
Assistant Professor, Department of Psychology & Institute for Neuroscience, Texas A&M University, 2017  
Senior Research Scientist, Center for Neural Science, New York University, 2014-2016  
Postdoctoral Fellow, Center for Neural Science, New York University, 2010-2014

EDUCATION:  
PhD, Psychology, University of California, Santa Barbara, 2010  
BA, Physical Anthropology, University California, Santa Barbara, 2003

SELECT HONORS/AWARDS:  
Harry Carlisle Award for Outstanding Graduate Student, 2010  
Advanced to PhD candidate with distinction, 2006

GRANTS AS PI, co-PI, or co-I:  
“The Neural Mechanisms of Resilience” Brain & Behavior Foundation, NARSAD Young Investigator Award (PI), 2018-2020. $70,000  
“The Role of Medial Prefrontal Cortex in Active Avoidance Behavior” National Institute of Mental Health, NRSA (PI), 2011-2014. $155,466  
“Dopamine Terminal Regions Interact as a function of motivation and Reinforcement” National Institute on Drug Abuse, NRSA (PI), 2008-2009. $63,399

SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):  


**SELECT PRESENTATIONS:**


Moscarello, JM (2016) Investigating the associative structure of active avoidance memory. Pavlovian Society Meeting, Jersey City, NJ.

SIGNIFICANT TEACHING ACTIVITIES:
Undergraduate mentor, New York University. Supervised lab work of multiple undergraduates, 2010-2016
Lecturer/Instructor, University of California, Santa Barbara. Course title: Psychopharmacology of Drugs of Abuse, 2008-2009

MAJOR SERVICE ACTIVITIES:
Vice President, Texas A&M University GLBT Professional Network, 2017
Reviewer for Current Biology, Learning & Memory, Brain & Behavioural Research, 2010-present
Graduate Student Representative, Institutional Animal Care and Usage Committee, University of California, Santa Barbara. 2006-2009
Naomi Nagaya  
Research Assistant Professor

POSITIONS:
• Research Assistant Professor, Department of Psychology and Institute for Neuroscience (TAMIN), Texas A&M University, College Station, TX, 2012-present
• Lecturer, Departments of Molecular, Cellular, and Developmental Biology and Psychology, University of Michigan, Ann Arbor, MI, 2007-2012
• Research Investigator, Department of Molecular, Cellular, and Developmental Biology, University of Michigan, Ann Arbor, MI, 2001-2011
• Research Fellow, Department of Neurology, University of Michigan Medical Center, Ann Arbor, MI, 1996-2001
• Postdoctoral Fellow, Department of Physiology, University of California, Los Angeles School of Medicine, Los Angeles, CA, 1993-1996

EDUCATION:
• Ph.D. (Biological Sciences/Neurobiology), University of Southern California, 1993
• B.S. (Biological Sciences), Stanford University, 1984

SELECT HONORS/AWARDS:
• Epilepsy Foundation of America/American Epilepsy Society Research Fellowship, 1998
• Basic Science Second Prize, Laverna Titus Young Investigators Forum, American Heart Association, Greater Los Angeles Affiliate, 1996
• American Heart Association, Greater Los Angeles Affiliate Postdoctoral Research Fellowship, 1995
• Women in Neuroscience Travel Award, Society for Neuroscience, 1991
• Travel Fellowship for Minority Neuroscientists, Society for Neuroscience, 1989

GRANTS AS PI, co-PI, or co-I:  
None

SELECT PUBLICATIONS:


**BOOKS:**

None

**SELECT PRESENTATIONS:**


• **Acca, G.M., Maren, S., and Nagaya, N.** (2014). Allopregnanolone in the bed nucleus of the stria terminalis modulates sexually dimorphic contextual fear in


SIGNIFICANT TEACHING ACTIVITIES:
- Dissertation Committee Member for Jingji Jin, TAMIN, 2014-present
- Dissertation Committee Co-Chair for Gillian M. Acca, TAMIN, 2014-2017, dissertation completed June 2017
- Research in Neuroscience (NRSC 491), Undergraduate independent research, 1 student, Spring 2017
- Psychology of Animal Behavior (PSYC 311/NRSC 311), Undergraduate lecture, 90-116 students per semester including 3 Honors contracts, Fall 2015-Spring 2017
- Directed Studies in Psychology (PSYC 485), Undergraduate independent study, 3 students overall, Spring 2014-Spring 2017
- Directed Studies in Neuroscience (NRSC 485), Undergraduate independent study, 5 students overall, Spring 2014-Fall 2016
- Undergraduate Research Scholar Mentor for Barbara Tsao, 2015-2016, thesis completed May 2016
- Research in Neuroscience Honors (NRSC 491H), Undergraduate independent research, 1 student, Spring 2016
- Research in Psychology (PSYC 491), Undergraduate independent research, 1 student (Fall 2015-Spring 2016)
- Physiological Psychology (PSYC 335/NRSC 335), Undergraduate lecture, 40-48 students per Spring semester, Spring 2013-Spring 2015

MAJOR SERVICE ACTIVITIES:
  Departmental Service
  - Behavioral and Cellular Neuroscience Search Committee Member, 2012-2013

  University Service
  - Secretary, Steering Committee, Women’s Faculty Network, Texas A&M University, 2015-2017
  - At-Large Representative, Steering Committee, Women’s Faculty Network, Texas A&M University, 2013-2017
  - Member, Graduate Program Committee, Texas A&M Institute for Neuroscience, 2013-2015

  Editorial Service
  - Ad hoc reviewer for Behavioural Brain Research, eLife, Hormones and Behavior, Psychoneuroendocrinology
Joseph M. Orr
Assistant Professor

POSITIONS:
Assistant Professor, Texas A&M University, 2015-present.
Postdoctoral Fellow, University of Colorado Boulder, 2011-2015.

EDUCATION:
Ph.D, University of Michigan, 2011.
M.S., University of Michigan, 2008.
B.S., University of Pittsburgh, 2003

SELECT HONORS/AWARDS:

GRANTS AS PI, co-PI, or co-I:
“Organization and timecourse of the neural mechanisms for cognitive flexibility” NIDA (Fellow) 2013-2015. $121,393.

SELECT PUBLICATIONS (of 28 journal articles, 1 book chapter):


SELECT PRESENTATIONS:


**SIGNIFICANT TEACHING ACTIVITIES:**
- PSYC689 Special Topics in Cognitive Neuroscience: fMRI Data Analysis, Fall 2017. Graduate course developed by me to fill critical gap in technical and quantitative skills.
- PSYC350 Science of Mind and Brain, Spring 2016, Fall 2016, Spring 2017. Undergraduate course developed by me to fill critical gap in courses on cognitive neuroscience.
- Neuroimaging Journal Club, 2015-2017. I organized a journal club to discuss cutting-edge issues in neuroimaging. This journal club was attended by graduate students and faculty from a number of departments at A&M.

**MAJOR SERVICE ACTIVITIES:**
- Member, Neuroimaging Advisory Board, Texas A&M Institute for Preclinical Studies, 2017-present.
- Grant Review Panel Standing Member., Department of Veterans Affairs Rehabilitation Research and Development Service, August 2016 - August 2020.
- Member, Undergraduate Program Committee, Texas A&M Institute for Neuroscience, 2016-2018.
- Convener, Imaging Research Interest Group, Division of Research, Texas A&M University, 2016-present.
Mark G. Packard
Professor

POSITIONS:

8/2005-present  Texas A & M University
                Full Professor, Psychology

8/2002-8/2005  Texas A & M University
                Associate Professor, Psychology

7/2001-6/2002  Yale University
                Associate Professor, Psychology

7/1998-6/2001  Yale University
                Assistant Professor, Psychology

1993-6/1998    University of New Orleans
                Assistant Professor, Psychology
                (early tenure promotion to Associate Professor, approved Louisiana State
                Univ. Board of Regents 1/98, effective date 8/98)

EDUCATION:

1988-1991      McGill University
                Ph. D.  Experimental Psychology

1986-1987      McGill University
                M. Sc. Experimental Psychology

1984           University of California, Santa Barbara
                B. A. Zoology
                B. Sc. Biopsychology

SELECT HONORS/AWARDS:

Elected Fellow American Psychological Association, 2013

Elected Fellow Association of Psychological Sciences, 2012

“Essential Science Indicators” Thompson Scientific (Analytical tracking of research
performance of 3 million worldwide scientists’ and lists the top one percent of authors in terms of
total publication citations, discipline of behavioral neuroscience, 10-year survey,1996-2006).

Yale University Junior Faculty Fellowship, 2000

Early Career Achievement Award for Excellence in Research
University of New Orleans, 1995 (campus-wide, single faculty member recipient)

**GRANTS AS PI:**

“Glucocorticoid Modulation of Habit Memory” (PI) Texas A&M University Seed grant Award, 2016-2018, $15,000

“Brain Memory Systems and Transitions in Drug Addiction” (PI) Texas A&M University PESCA, 2015-2016, $10,000

“Amygdala and Affective Modulation of Multiple Memory Systems”, (PI), National Science Foundation, 2003-2010, $450,000

“Neurobiology of Multiple Memory Systems”, (PI), National Institutes of Health, RO1 FIRST award 1997-2002, $400,000

“Amygdala and Extinction of Drug-Seeking Behavior”, (PI), Yale Sciences & Engineering Association, 2001-2002, $5,000

“Multiple Memory Systems and Drug Addiction”, (PI), Yale University Social Science Faculty Research Fund, 2000-2001, $10,000

“Neurobiology of the Rewarding Affective Properties of Testosterone”, (PI), Yale University Social Science Faculty Research Fund, 1999-2000, $6,000

“Post-training Estrogen and Memory Modulation”, (PI), Pfizer Inc., 1999-2001, $5,000

Estradiol-Acetylcholine Interactions in Memory Modulation, (PI), Alzheimer’s Association 1995-1997, $35,000

**SELECT PUBLICATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

**Undergraduate**

- Introductory Psychology
- Physiological Psychology
- Experimental Design
- Introductory Statistics
- Motivation
- Comparative Psychology

**Graduate**

- Psychopharmacology
- Neurobiology of Learning and Memory
- Neurobiology of Multiple Memory Systems
- Physiological Psychology
MAJOR SERVICE ACTIVITIES:

Grant Review (selected):


Agency: National Institutes of Health (NIDA) Drug Abuse Special Emphasis Grant Review Panel Member Panel meeting, Fall, 2012

Agency: National Science Foundation (NSF) Neural Systems Cluster: Behavioral Neuroscience, Panel member/meeting, Fall 2010

Agency: National Institutes of Health, Behavioral Neuroscience, ICFN-7, Panel meeting, Fall, 2007


Agency: National Institutes of Health (NIDA) Drug Abuse Special Emphasis Grant Review, Panel meeting, Washington DC, Spring, 2005

Agency: National Science Foundation Behavioral Neuroscience and Endocrinology Grant Review, Panel meeting Washington, D.C. Spring, 2005

Agency: National Institutes of Mental Health NRSA and Postdoctoral Award Grant Review Panel Member, Panel meeting Washington, D.C. Fall, 2005

Agency: National Institutes of Health (NIDA) Neurotoxicology and Drug Abuse Panel, Panel meeting, Washington DC Fall, 2005

Agency: National Science Foundation Behavioral Neuroscience and Endocrinology Grant Review Panel meeting Washington, D.C. Spring, 2004

Agency: National Institutes of Health Training Grant and Career Development Grant Review Panel, National Institutes of Neurological Disorders and Stroke Panel meeting Washington D.C. Spring, 2004

Agency: National Institutes of Health (NIDA) Neurotoxicology and Drug Abuse Grant Review Panel Panel meeting, Washington DC Fall, 2004

Agency: National Science Foundation Behavioral Neuroscience and Endocrinology Grant Review Panel meeting Washington, D.C. Fall, 2004

Agency: National Institutes of Health Training Grant and Career Development Grant Review Panel, National Institutes of Neurological Disorders and Stroke Panel meeting Washington, D.C. Fall, 2004
Stephanie C. Payne  
Professor

POSITIONS:
- Professor, Texas A&M University, Sept 2014-present
- Associate Department Head, Texas A&M University, Sept 2010 – Aug 2012
- Associate Professor with tenure, Texas A&M University, Sept 2007-Aug 2014
- Assistant Professor, Texas A&M University, Sept 2000- Aug 2007

EDUCATION:
- Ph.D. Applied Experimental Psychology, George Mason University, August 2000
- M.S. Industrial/Organizational Psychology, University of Central Florida, August 1996
- B.A. Psychology, management minor, St. Leo College, January 1993

SELECT HONORS/AWARDS:
- TAMU Diversity Service Award for Faculty, 2017
- SIOP and APA Fellow, 2015
- SIOP M. Scott Myers Award for Applied Research in the Workplace, 2013
- TAMU Women’s Progress Award, 2011
- TAMU College of Liberal Arts Ray A. Rothrock Fellowship, 2007

GRANTS AS PI, co-PI, or co-I:
- “Using process safety climate to predict abnormal situations.” Abnormal Situation Management Consortium (PI), 2010-2011. Total award of $10,000.
SELECT PUBLICATIONS (of 42 journal articles, 7 book chapters):


SELECT PRESENTATIONS:


He, Y., Payne, S. C., & Yao, X. (2017, August). Improving workplace safety by thinking about what might have been. Paper presented at the 77th annual meeting of the Academy of Management, Atlanta, GA.


MAJOR SERVICE ACTIVITIES:

Chair of the SIOP Education and Training Committee subcommittee on Revising the Education and Training Guidelines at the Master’s and PhD levels (2013-2017)

Chair of the SIOP Scientific Affairs Subcommittee on I/O Psychology Chapters in Introduction to Psychology Textbooks (2005-2006)

Chair of the Department of Psychology website committee, oversaw migration of website to new server and software two times (2010-2017)
W. Steve Rholes
Professor of Psychology, Texas A & M University

POSITIONS:
Professor of Psychology, Texas A&M University, 1989 - present
Associate Professor, Texas A & M University, 1983 – 1989
Assistant Professor, Texas A & M University, 1978 - 1983

EDUCATION:
Ph.D. Princeton University, 1978
BA University of Texas, 1973

SELECT HONORS/AWARDS:
Fellow of the Society for Personality and Social Psychology, 2017

GRANTS:
Are health related risk perceptions and behaviors influenced by attachment styles? Mays College of Business, TAMU, (Co-PI), 2017 – 2018, Total award of $12,000.

Disorganized attachment, self-concept, and psychological disorders. Seed Grant, College of Liberal Arts, TAMU, (PI), 2017 - 2018 Total award of $7,000.

Are health-related risks perceptions and behavior influenced by attachment styles. Mays College of Business, TAMU, (Co-PI), 2017 – 2018, Total award of $4,000.

Attachment, Stress, and Relationship Well-Being. National Institute of Mental Health,(Both PI and Co-PI during different phases of the grant), 2002 – 2007, total award of $930,540

Attachment Styles, Stress, and Close Relationships. National Institute of Mental Health, (Co-PI), 1995-1998, Total amount of award $300,978,


The Development of Person Perception and Causal Attribution in Children, National Institute of Mental Health, (PI), 1979-1980, Total amount of award $7,182

SELECT PUBLICATIONS (of 63 journal articles, 15 book chapters):


**BOOKS:**


SELECT PRESENTATIONS:
W. S. Rholes, (2018) Keynote Address: Conference on the Transition to Parenthood Bar Ilan University, Israel

SIGNIFICANT TEACHING ACTIVITIES:
Psyc 620 – Introduction Social Psychology for Graduate Students

The course is in high demand. I teach it twice per academic year. It has a good reputation on campus, and I get students from a variety of departments other than Psychology, including Economics, Sociology, Management, Marketing, and Education, among others.

MAJOR SERVICE ACTIVITIES:
Associate Editor:

Editorial Boards:
Journal of Social and Personal Relationships (current)
Personal Relationships (current)

Misc:
Reviewer for NSF Graduate Fellowship Program, 2016 – 2018
Reviewer for SPSP convention symposia proposals, 2017
Ad Hoc Reviewer of NSF Grant Proposal, 2017
Ad Hoc Reviewer for the National Science Foundation of Switzerland, 2017
Isaac Emmanuel Sabat  
Associate Professor of Industrial/Organizational Psychology  

POSITIONS:  
Assistant Professor, Texas A&M University, 2016 to present.

EDUCATION:  
PhD in I/O Psychology, George Mason University, 2016  
M.A. in I/O Psychology, George Mason University, 2014  
B.A. in Psychology, Rice University, 2012

SELECT HONORS/AWARDS:  
Emerald/EFMD Outstanding Doctoral Research Award  
Recipient of the Best LGBT Research Award, 2015, $1,000  
Recipient of the SIOP Student Travel Award, 2015, $500

GRANTS:  
“RE-volutionizing Diversity Of Engineering” National Science Foundation (PI), 2017 - 2022. Total award of $1,999,999  
“Exploration of the Dyadic Antecedents and Outcomes of Disclosure Decisions Across Time” TAMU CLLA Seed Grant (PI), 04/17-10/18. Total award of $8,000.

SELECT PUBLICATIONS (of 9 journal articles, 6 book chapters)  


**SELECT PRESENTATIONS:**


SIGNIFICANT TEACHING ACTIVITIES:
- **Department of Psychology, Texas A&M University**
  - Psychology of Human Sexuality, Spring 2017

- **Department of Psychology, George Mason University**
  - Psychology of Gender (Online), Summer 2014, Summer 2015, Fall 2015, Spring 2016
  - Psychology of Groups and Teams (Online), Fall 2015
  - Research Methods Lab, Spring 2015
  - Mystery, Madness, & Murder, Fall 2014
  - Introduction to Industrial/Organizational Psychology, Fall 2013, Spring 2014

MAJOR SERVICE ACTIVITIES:
- **Department of Psychology, Texas A&M University**
  - Undergraduate Diversity Committee, 2016-2017
  - Faculty Diversity Committee, 2016-2017
  - GLBT-PN President, 2016-2017
  - Affective Science Search Committee, 2016

- **Department of Psychology, George Mason University**
  - GMU I/O Psychology Student Association – Social Chair, 2014
  - Undergraduate Curriculum Committee – Graduate Student Representative, 2013
PHIA S. SALTER
Associate Professor of Psychology and Africana Studies

POSITIONS:
Associate Professor of Psychology and Africana Studies, Texas A&M University, 2017-
Assistant Professor of Psychology and Africana Studies, Texas A&M University, 2010-2017

EDUCATION:
Ph.D. (Social Psychology) University of Kansas 2010
M.A. (Social Psychology) University of Kansas 2008
B.S. (Psychology) Davidson College 2005

SELECT HONORS/AWARDS:
College of Liberal Arts Ray A. Rothrock ’77 Fellowship, 2017-2020
National Endowment of the Humanities Summer Institute at Cornell University Visiting Faculty
Scholar, 2016
NSF ADVANCE Scholar, 2013-2011
Society for the Psychological Study of Social Issues Early Career Scholar, 2010
Office of Research and Graduate Studies Summer Fellowship, 2010
Ford Foundation Pre-Doctoral Diversity Fellowship (Honorable Mention), 2008

GRANTS AS PI, co-PI, or co-I:
“Making a Difference to Address ‘Difference’ in Psychology: Faculty Culture Matters,” Innovation in Inclusion, Diversity, Equity and Accountability (co-PI), 2012-2013. Total award of $4,000.

SELECT PUBLICATIONS (of 17 journal articles, 5 book chapters, 0 other):


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

*Representative Courses:*
PSYC 689: Cultural Psychology (10 enrolled; graduate course), Fall 2017
PSYC 209: Psychology of Culture and Diversity (116 students; meets International and Cultural Diversity undergraduate requirement; cross-listed with AFST 209), Spring 2017
PSYC 206: Black Psychology (49 students; meets International and Cultural Diversity undergraduate requirement; cross-listed with AFST 206), Fall 2016
PSYC 489: Self and Identity in the Africana Diaspora (7 students; cross-listed with AFST 481 Senior Seminar), Fall 2016
PSYC 208: Stereotypes, Prejudice, and Minority Experience (27 students; meets International and Cultural Diversity undergraduate requirement; cross-listed with AFST 208), Summer 2015
PSYC 689: Intergroup Relations (5 students; graduate course), Fall 2013

Synergistic Teaching Activities:

MAJOR SERVICE ACTIVITIES:
Graduate Studies Committee, Psychology Department, 2016-present
Editorial Board, Journal of Black Psychology, 2015-present
Student Recruitment Committee, Africana Studies Program, 2013-present
The Social Issues Dissertation Award Reviewer, Society for the Psychological Study of Social Issues, 2017
Diversity Fellowship Reviewer, Office of Graduate and Professional Studies, 2016
Dissertation Proposal Development Fellowship Reviewer, Social Science Research Council, 2015-2016
Co-Chair of Group Processes and Intergroup Relations Pre-Conference, 2014-2015
Diversity Science Faculty Search Committee, Psychology Department, 2014
Charles D. Samuelson
Associate Head of Graduate Studies
Associate Professor

POSITIONS:

2012-Present  **Associate Head of Graduate Studies**, Texas A&M University
2002-2006  **Associate Department Head**, Texas A&M University
1997-2003  **Research Fellow**, Environmental Policy Studies, Texas A&M University
1992-Present  **Associate Professor**, Texas A&M University
1986-91  **Assistant Professor**, Texas A&M University

EDUCATION:

1986   Ph.D. University of California, Santa Barbara  **Social Psychology**
1984   M.A. University of California, Santa Barbara  **Social Psychology**
1981   B.S. Tufts University  **Psychology**, Summa Cum Laude

SELECT HONORS/AWARDS:

1981-82  U.C. Regents Fellowship, University of California, Santa Barbara.
1981  Class of 1898 Prize, Tufts University.
1980  Phi Beta Kappa
1979  Psi Chi

GRANTS AS PI, co-PI, or co-I:


"Inter-University Consortium on the Framing of Intractable Environmental Disputes" P.I.: Dr. Linda Putnam, Speech Communication Dept.; TAMU; Co-P.I.s: Dr. Charles Samuelson, Dr. Tarla Peterson, Speech Communication Dept., and Ron Kaiser, J.D., Recreation, Parks, & Tourism Sciences Dept., TAMU. **Source**: Hewlett Foundation.
Amount: $20,269  

SELECT PUBLICATIONS:


SELECT PRESENTATIONS:


SIGNIFICANT TEACHING ACTIVITIES:

Undergraduate Courses:
- PSYC 203 Elementary Statistics for Psychology
- PSYC 204 Experimental Psychology (Research Methods)
- PSYC 351 Survey of Industrial/Organizational Psychology
- PSYC 352 Organizational Psychology
- PSYC 489 Special Topics: Conflict & Negotiation
- PSYC 489 Honors Course: Interdisciplinary Perspectives on Bargaining Research

Graduate Courses:
- PSYC 610 Organizational Psychology
- PSYC 621 Seminar in Social Psychology (Group Processes)
- PSYC 680 Seminar in Organizational Psychology:
  1) Advances in Team Performance Research
  2) Advances in Behavioral Decision Research
- CPSY 7713 Social Psychology (taught at Prairie View A&M University)

MAJOR SERVICE ACTIVITIES:

Associate Editor, Small Group Research, October 2013-Present.
Membership Committee, Society for Industrial and Organizational Psychology (SIOP), 2009-2011.
Ad hoc reviewer, SIOP Conference 2011.
Rebecca Schlegel
Associate Professor

POSITIONS:
2015-Present Associate Professor, Texas A&M University
2009-2015 Assistant Professor, Texas A&M University

EDUCATION:
Ph.D. University of Missouri, Columbia, Psychological Sciences, 2009
M.A. University of Missouri, Columbia, Psychological Sciences, 2007
B.S. Kansas State University, May, 2004

SELECT HONORS/AWARDS:
Ray. A Rothrock Fellow, Texas A&M, 2015-2018
Elected Fellow, Society of Experimental Social Psychology, 2014

GRANTS AS PI, co-PI, or co-I:

Making the Maker: A Pathway to STEM for Elementary School Students. National Science Foundation (Co-PI), 2014-2018. Total award of $1,094,711.00

SELECT PUBLICATIONS (of 32 journal articles, 3 book chapters, 2 other):


Bench, S.W., Rivera, G. N., Schlegel, R. J., Hicks, J. A., & Lench, H. C. (2017). Does


**BOOKS:**


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

Regular courses taught: Introduction to Psychology, Introductory Statistics for Psychology (Writing Intensive), Graduate Seminar in Social Psychology (The Self)

Graduate Students Supervised: 3 current, 1 graduated with PhD

Undergraduate Research: supervised 2 honors theses, mentor 20-25 research assistants/semester

**MAJOR SERVICE ACTIVITIES:**

Associate Editor

*Collabra: Psychology* (2017-present)

Editorial Board

*Journal of Personality and Social Psychology* (2011-present)

*Personality and Social Psychology Bulletin* (2013-present)
Brandon J Schmeichel
Professor of Psychology

POSITIONS:
Professor, Texas A&M University, 2015-present
Associate Professor, Texas A&M University, 2010-2015
Assistant Professor, Texas A&M University, 2005-2010

EDUCATION:
Ph. D. in Social Psychology Florida State University 2005
M. S. in Experimental Psychology Georgia Southern University 2000
B. A. in Psychology University of Nebraska 1996

SELECT HONORS/AWARDS:
Fellow of the Association for Psychological Science (2015)
Fellow of the Society for Personality and Social Psychology (2015)
International Society for Self and Identity Outstanding Early Career Award (2014)
International Social Cognition Network Best Paper Award (2012) (with Inzlicht)
Fellow of the Society of Experimental Social Psychology (2010)
American Psychological Association Dissertation Research Award (2005)
National Institutes of Health National Research Service Award (2004-2005)
Mensa Award for Excellence in Research (2004) (with Vohs and Baumeister)

GRANTS AS PI, co-PI, or co-I:


SELECT PUBLICATIONS (of 60 journal articles, 13 book chapters, 3 other):


**SELECT PRESENTATIONS:**

Schmeichel, B. J. (2017, June). *Cognitive ability and human emotional life*. Keynote address at the Swiss Summer School on Cognitive Control and Consciousness hosted by the University of Bern and the Jacobs Foundation, Weggis, Switzerland.


SIGNIFICANT TEACHING ACTIVITIES:
I teach PSYC 301 (Statistics) to undergraduates at least once a year. This course is required of all Psychology majors and is considered a large service course. I also routinely enroll 10 to 20 undergraduate research assistants in my laboratory each semester, and I am currently supervising 3 Ph.D. students in my laboratory.

MAJOR SERVICE ACTIVITIES:
Editorial Board, Psychological Science, 2012-present
Editorial Board, Self and Identity, 2012-present
Editorial Board, Journal of Experimental Psychology: General, 2011-present
Editorial Board, Emotion, 2010-present
Editorial Board, Social Psychological and Personality Science, 2010-present
Head, Psychology Department Human Participant Pool Committee (2011-present)
Head, Psychology Department Affective Science Job Search Committee (2016-2017)
Member, Psychology Department Faculty Evaluation Committee (2013-2015)
Co-Organizer, SPSP Self and Identity Preconference, 2015 (with Michelle vanDellen)
Organizer, SPSP Self and Identity Preconference, 2014
Co-Organizer, SPSP Self and Identity Preconference, 2013 (with Roy Baumeister)
Associate Editor, Journal of Experimental Social Psychology, 2011-2013
Program Committee, Society for Personality and Social Psychology, 2011-2012
Member, Texas A&M University Institutional Review Board (2009-2012)
Rachel Smallman  
Assistant Professor

**POSITIONS:**  
Assistant Professor, Psychology Department, *Texas A&M University*  
2010-present

**EDUCATION:**  
Ph.D. in Social Psychology, *University of Illinois, Urbana-Champaign*  
2010  
M.A. in Psychology, *University of Illinois, Urbana-Champaign*  
2006  
B.A. in Psychology, *Cornell University*  
2004

**GRANTS AS PI, co-PI, or co-I:**  
“Principle-agent models of decision delegation during systems design: Integrating modeling and behavioral approaches,” National Science Foundation (co-PI), 2016-2019. Total award of $398,967.


“Investigation into Multiparty Engineering Using Game-Based Methods,” MITRE Corp (co-PI), 2015. Total award of $32,421.

**SELECT PUBLICATIONS** (of 24 journal articles, 2 book chapters, 5 other):  


**SELECT PRESENTATIONS:**


Smallman, R. (2016, June). *Learning from us but not from them: Group membership influences the impact of counterfactual thinking on behavioral intentions.* Symposium talk given at the EASP Small Group Meeting on Counterfactual thinking in causality, emotion, communication, and behaviour, Aix-en-Provence, France.
SIGNIFICANT TEACHING ACTIVITIES:

PSYC 107, Introduction to Psychology (215 students), Texas A&M University
FA15, FA14, SP14, FA12, SP12, FA11, SP11. Primary instructor for an undergraduate course incorporating real-life writing assignments, an interactive clicker-response system, multi-media, and online course activities.

LBAR 181, First-Year Critical Thinking Seminar (15 students), Texas A&M University

PSYC 315 and 315H, Social Psychology (115 students, 20 students), Texas A&M University
FA15, SP15. Primary instructor for an undergraduate course incorporating real-life writing assignments, an interactive clicker-response system, multi-media, and online course activities.

PSYC 485 and PSYC 485H, Directed Studies, Texas A&M University
SP16, FA15, SP15, FA14, SP14, FA13, SP13, FA12, SP12, FA11, SP11

PSYC 491 and PSYC 491H, Undergraduate Research, Texas A&M University
SP16, FA15, SP15, FA14, SP14, FA13, SP13, FA12, SP12, FA11, SP11

PSYC 696, Principles and Methods for Teaching in Psychology, Texas A&M University
FA16, SP13. Graduate seminar designed to provide pedagogical training and support for graduate students. Students learn how to develop and modify their own courses so that they incorporate active learning, critical thinking, written assignments, technology, and real-life applications.

PSYC 697, Seminar in the Teaching of Introductory Psychology, Texas A&M University
SP16, FA15. Seminar for graduate students who are primary instructing their own PSYC 107 courses. Provides training and mentoring in developing and implementing course materials.

MAJOR SERVICE ACTIVITIES:

Faculty Advisor for Aggie Royals Student Organization (2015-present)
PSYC 107 System Coordinator (2015-present)
Psychology Graduate Student TA Training (2014-present)
Editorial Board of Social Cognition (2013-present)
Undergraduate Curriculum Committee (2013-present)
Human Participant Pool Committee (2013-present)
Speaker for Freshman Leadership Organization FLARE (2015, 2016)
Texas CORE curriculum recertification for PSYC 107 (2015-2016)
Rachel J. Smith
Assistant Professor

POSITIONS:
2015- Assistant Professor, Department of Psychology, Texas A&M University
2014-2015 Research Assistant Professor, Department of Neurosciences, Medical University of South Carolina
2008-2014 Postdoctoral Fellow, Medical University of South Carolina

EDUCATION:
2008 Ph.D., Neuroscience University of Pennsylvania, Philadelphia, PA
2002 B.S., Biopsychology University of California, Santa Barbara

SELECT HONORS/AWARDS:
Postdoctoral NRSA Fellowship (F32), NIDA (DA031519), Molecular mechanisms of cocaine-induced alterations in accumbens AMPA receptors, 2011-2013
Training Fellowship at MUSC (T32), Drug abuse training program, P.I. Jacqueline McGinty, 2010-2011
Travel Award, Gordon Research Seminar on Catecholamines; Biddeford, ME, 2009
Travel Award, International Narcotics Research Conference; Charleston, SC, 2008
Predoctoral NRSA Fellowship (F31), NIDA (DA019733), Involvement of protracted withdrawal in morphine relapse, 2005-2007
Travel Award, NIDA Mini-Convention at Society for Neuroscience; San Diego, CA, 2007
Travel Award, NIDA Mini-Convention at Society for Neuroscience; San Diego, CA, 2004
Training Fellowship at Penn (T32), Fellowship in IV drug abuse treatment research, P.I. Charles O’Brien, 2004-2005
Training Fellowship at Penn (T32), Graduate training in systems and integrative biology, P.I. Michael Nusbaum, 2002-2004

GRANTS AS PI, co-PI, or co-I:

SELECT PUBLICATIONS (of 20 journal articles and 1 commentary):


**SELECT PRESENTATIONS:**


SIGNIFICANT TEACHING ACTIVITIES:

Courses
PSYC/NRSC 336: Drugs and Behavior, undergraduate course, TAMU (Fall 2016, Spring 2017, Fall 2017)
PSYC/NRSC 649: Neuroscience of Addiction and Anxiety (Seminars in Behavioral Neuroscience), graduate course, TAMU (Spring 2016)

MAJOR SERVICE ACTIVITIES:

National

Department & University
Faculty Development and Awards Committee, Department of Psychology, TAMU, 2016-2019
Redesigned the website for Texas A&M Institute for Neuroscience, 2016
Graduate Program Committee, Texas A&M Institute for Neuroscience, 2015-2019
Faculty Search Committee, two tenure-track positions (assistant and associate) in affective science, TAMU Psychology, 2015-2016
Faculty Search Committee, four tenure-track positions in spinal cord injury, TAMU, 2015-2017
Poster judge: TAMU Society for Neuroscience poster session, December 2015; TAMIN Spring Symposium, 2016
Student Representative, Penn, Neuroscience Grad Group Academic Review Committee, 2005-2006
Steven M. Smith
Full Professor

POSITIONS:

- Visiting Scholar  Washington University Dept. of Psychology  2014
- Visiting Scholar  UCLA Dept. of Psychology  2005-6
- Full Professor  Texas A&M University  1999-Present
- Associate Professor  Texas A&M University  1986-1999
- Assistant Professor  Texas A&M University  1980-1986
- Visiting Asst. Professor  University of Wisconsin  Summer 1980
- Visiting Asst. Professor  University of Oklahoma  1979-1980

EDUCATION:

- Ph.D.  University of Wisconsin  1979
- M.S.  University of Wisconsin  1976
- B.A.  University of Michigan  1974

SELECT HONORS/AWARDS:

- TAMU Liberal Arts College Distinguished Teaching Award  1997

GRANTS AS PI, co-PI, or co-I:

- “Creativity in the Wild: Insight and Discovery with Wearable Sensors,” National Science Foundation, (co-PI), 2010-2013. $125,000
- “Extending Working Memory Functions by Presenting Bookmark and Result Sets as Temporal Visual Compositions” National Science Foundation, (co-PI), 2005-2006. $84,295
- “Development and validation of design ideation models for conceptual engineering design,” National Science Foundation, (PI), 2002-2006. $366,000
- “Inducing and Reducing Cognitive Fixation” (Grant No. 1 R01 MH447030, National Institute of Mental Health, (PI), 1989-1993. $225,000
SELECT PUBLICATIONS (of 71 journal articles, 22 book chapters, 17 other):

SELECT BOOKS:

SELECT PRESENTATIONS:


**SIGNIFICANT TEACHING ACTIVITIES:**

- Introduction to Psychology (PSYC 107), 215 students
- Cognitive Psychology (PSYC 345-H), Undergraduate Honors class, 20 students
- Cognition (PSYC 603), Graduate level class, 20 students
- Special Topics in Creative Cognition (PSYC 689), graduate level seminar, 15 students

**MAJOR SERVICE ACTIVITIES:**

- Texas A&M University Institutional Review Board Member since 2012
- Coordinator for Southwest Cognitive Research Conference (ARMADILLO)
- Associate Editor of *Design Science*
- Editorial Board for *International Journal of Design Creativity and Innovation*
- Expert Witness on Eyewitness Memory, over 30 cases, in federal and district courts
Douglas K. Snyder, Ph.D.
Professor

POSITIONS:
Professor, Texas A&M University, Department of Psychology – 1989-Present  
Director of Clinical Training, 1991-2012

Professor, University of Kentucky, Department of Psychology, 1982-1989  
Associate Dean, College of Arts and Sciences, 1988-1989

Assistant Professor, Wayne State University, Department of Psychology – 1978-1982

EDUCATION:
Ph.D., University of North Carolina at Chapel Hill, 1978
Predoctoral Clinical Psychology Internship, Duke University Medical Center, 1977-1978
B.A., Wittenberg University, 1974

SELECT HONORS/AWARDS:
American Psychological Association:
   Division 29: Recipient of the 2015 Distinguished Psychologist Award for Lifetime Contributions
   to Psychology and Psychotherapy
   Division 43: Recipient of the 2005 Award for Distinguished Contribution to Family Psychology
Fellow of the APA in five divisions:
   Division 5: Quantitative and Qualitative Methods – 1989
   Division 12: Society of Clinical Psychology – 1989
   Division 19: Society for Military Psychology – 2013
   Division 29: Society for the Advancement of Psychotherapy – 1995
   Division 43: Society for Couple and Family Psychology – 1987

Fellow of the Association for Behavioral and Cognitive Therapies – 2015

Distinguished Alumnae Award – University of North Carolina (Chapel Hill) – 2012

Texas Psychological Association –
   Recipient of the 2008 Award for Outstanding Contributions to Science
   Recipient of the 1993 Professor of the Year Award

American Association for Marriage and Family Therapy – Recipient of the 1992 Outstanding
Marriage and Family Therapy Research Publication Award

GOOGLE SCHOLAR STATISTICS:
Citations: 7,247       h-index: 45       i10-index: 100
18 publications with > 100 citations each
GRANTS:

“Unified Strategy of Action For Airman Resilience and Maintenance of Operational Readiness,”
U.S. Air Force (Co-PI), 2012-2013 - $26,151

“Developing An Empirically Validated Measure of Marital Functioning Among Qatari Couples,”
Doha (Qatar) International Institute for Family Studies and Development (PI), 2008 – $25,000


“Predictors of Couples’ Response to Marital Therapy,” National Institute of Mental Health (PI),
1983-1986 – $155,258

SELECT PUBLICATIONS (of 105 journal articles and 61 book chapters):

Snyder, D. K., & Balderrama-Durbin, C. (in press). The foundations and challenges of couple
therapy. In K. Wampler et al. (Eds.), Handbook of couple, marital, and family therapy. New York,
NY: Wiley.

Balderrama-Durbin, C., Stanton, K., Snyder, D. K., Cigrang, J. A., Talcott, G. W., Slep, A. M. S., &
Heyman, R. E (in press). The risk for marital infidelity across a year-long deployment. Journal of
Family Psychology,

and family assessment. In J. C. Norcross, G. R. VanderBos, & D. K. Freedheim (Eds.), APA handbook
Psychological Association.

(2016). Help-seeking among Airmen in distressed relationships: Promoting relationship well-
being. Psychotherapy, 53, 1-12. (Invited contribution pursuant to APA Div. 29 Lifetime Award.)

relationships of Chinese couples using the Marital Satisfaction Inventory – Revised.
Assessment, 23, 267-278.

Fissette, C. L., Snyder, D. K., Balderrama-Durbin, C., Balsis, S., Cigrang, J., Talcott, G. W., Tatum, J.,

Cigrang, J. A., Talcott, G. W., Tatum, J., Baker, M., Cassidy, D., Sonnek, S., Snyder, D. K.,
from the war zone: A prospective study of relationship functioning, communication frequency,
and combat effectiveness. Journal of Marital and Family Therapy, 40, 332-343.

Cigrang, J., Talcott, G. W., Tatum, J., Baker, M., Cassidy, D., Sonnek, S., Snyder, D.,
Balderrama-Durbin, C., Heyman, R., & Slep, A. (2014). Impact of combat deployment on

Balderrama-Durbin, C., Snyder, D., Cigrang, J., Talcott, G. W., Tatum, J., Baker, M., Cassidy, D.,


**BOOKS (4 of 7 listed):**


**INTERNATIONAL INVITED PRESENTATIONS (2 OF 24):**


Korean Psychological Association (Seoul, Korea) – Invited keynote address, 2010

**SIGNIFICANT TEACHING ACTIVITIES:**

Graduate: PSYC 623 – Assessment I  
PSYC 678 – Couple Therapy

Undergraduate: PSYC 306 – Abnormal Psychology

Distinguished Visiting Professor:

Bielefeld University (Germany) – 2009


Andrews Air Force Base Psychology Department – 2013, 2017

Wright-Patterson Air Force Base Psychology Department – 2013

**MAJOR SERVICE ACTIVITIES:**

Director of Clinical Psychology Training – 1991-2012

Co-Chair, Interdisciplinary Research Faculty for Children, Youth, and Families – 2002-2005
Brian H. Stagner
Clinical Professor

POSITIONS:
Director for Professional Affairs, Texas Psychological Association since 2010
Director, Associates for Applied Psychology, College Station, TX Since 1994
Clinical Professor, Psychology, Texas A&M University since 1987

EDUCATION:
PhD, Clinical Psych Univ. of Massachusetts 1982
MS, Clinical Psych Univ. of Massachusetts 1979
BA, Psychology Univ. of Colorado 1973

SELECT HONORS/AWARDS:
Karl F. Heiser Award for Legislative Advocacy, American Psychological Assn 2012
McPherson Award for Legislative Advocacy, Texas Psychological Assn 2012

SELECT PUBLICATIONS: Articles 10, Books 0, Chapters 0


SELECT PRESENTATIONS:


Stagner, B.H. (2015). Ethical reasoning and risk management in clinical practice. Invited workshop at the Southern Regional Medical Command, Brook Army Medical Center, Department of Behavioral Medicine and the Warrior Resiliency Program, San Antonio, TX.

Stagner, B.H. (2015). Thoughtful clinical practice in multicultural settings. Invited workshop at the Southern Regional Medical Command, Brook Army Medical Center, Department of Behavioral Medicine and the Warrior Resiliency Program, San Antonio, TX.

SIGNIFICANT TEACHING ACTIVITIES:
Every year for the past two decades I have taught multiple sections of Psych 306 (Abnormal Psychology) and Psych 330 (Personality).
In the past 8 years I have taught Freshman Critical Thinking seminars on Ethics and Mental Health Policy and on Madness and Creativity.
Every year at the Graduate level I have taught Psych 638 (Interventions II, Psychotherapy) and I supervise practica in 613 (Assessment) and/or 614 (Therapy).

Dissertations chaired:
Smith, Jerrell (2011). Attachment style, religiosity, and psychological or physical well-being.

In addition, I have chaired several master theses and served as committee member on numerous theses and dissertations in Psychology and in Educational Psychology.

MAJOR SERVICE ACTIVITIES:
American Psychological Association Council of Representatives, 2016-2018.
Member Board of Trustees, Texas Psychological Association 2016-2018
Member APA/ASPPB Task Force on Licensure and Ethics 2006-present.
Editorial Board, PsycCritiques: Contemporary Psychology: APA review of books. (2006 to present)
Associate member, APA Ethics Committee, 2014-2016
Member, APA Board of Directors’ Hearing Appeal Panel, 1987-present
Jyotsna Vaid
Professor of Psychology (Cognition and Cognitive Neuroscience)

POSITIONS:
Professor of Psychology, Texas A&M University, 2001-present
Director of Organizational Development, Research and Equity, Office for Diversity, Texas A&M University, 2015-present
Acting Director, Women’s and Gender Studies Degree Program, TAMU, 2011-2012
Interim Director, International Studies Degree Program, 2006-2007
Director, Cognitive Training Area, 2002-2006
Associate Professor of Psychology, Texas AM University, 1991-2001
Assistant Professor of Psychology, Texas A&M University, 1986-1991

EDUCATION:
Ph.D.  McGill University  1986
M.A.  McGill University  1978
B.A.  Vassar College  1976

SELECT HONORS/AWARDS:
Fellow, Society for the Psychology of Women, 2017
Fellow, American Association for the Advancement of Science, 2016.
Fellow, Psychonomic Society, 2012
Fellow, Association for Psychological Science, 2002
Senior Mentorship Award, Women in Cognitive Science, 2016
Texas A&M University Honors Teacher/Scholar Award, 2012, 2000
Outstanding Service to International Studies Degree Program, 2007
Faculty Fellow, Mexican-American and U.S. Latino Research Center, 2005-2007
Texas A&M University Faculty Diversity Award for Outstanding Achievement, 2003
Fulbright Research Scholar, National Institute of Mental Health and Neurological Sciences, Bangalore, India, 1985-1986

GRANTS AS PI, co-PI, or co-I:
“A psycholinguistic investigation of Spanish heritage speakers’ language competence using the visual world eyetracking approach,” Texas A&M University College of Liberal Arts Seed Grant (Co-PI), 2017-2018. Total award of $15,000.


“Acquisition of a biosemi event-related potentials active 2 acquisition system to enhance research and training at Texas A&M International University,” National Science Foundation (Co-I), 2012-2015.

“Cerebral asymmetries in bilingual figurative language processing,” University Research Grant, TAMIU-Laredo Research Foundation (Co-PI), 2011-2012.

SELECT PUBLICATIONS (of 76 articles, 39 book chapters, 17 other):


**BOOKS:**


**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

*Graduate Instruction*: Special Topics in Psychology of Language, Gender and Race in Psychological Inquiry, Bilingual Minds, Cognoscenti. Supervised 10 dissertations.


**MAJOR SERVICE ACTIVITIES:** Editor in Chief, *Writing Systems Research*, 2009-present

National Science Foundation Grant Review Panel, 2016
Matthew Vess  
Associate Professor of Psychology

POSITIONS:

- Associate Professor, Department of Psychology, Texas A&M University (August 2017 – PRESENT)
- Assistant Professor, Department of Psychology, Montana State University (August 2013 – July 2017)
- Assistant Professor, Department of Psychology, Ohio University (September 2010 – July 2013)

EDUCATION:

- PhD, University of Missouri (2010), Social Psychology and Personality
- MA, University of Missouri (2007), Social Psychology and Personality
- BA, Ohio University (2004), Psychology

GRANTS AS PI, co-PI, or co-I:

- “Understanding and Advancing Student Success and Well-Being,” Montana State University VPRED Grant (Co-I), 2016-2017. Total award of $10,000.
- “Weight Stigma and Cancer Risk: A Terror Management Health Model Account,” Ohio University Research Challenge Grant (PI), 2012-2013. Total award of $5000.00

SELECT PUBLICATIONS (of 35 journal articles, 4 book chapters):


**BOOKS:**


**SELECT PRESENTATIONS:**

Vess, M. (2016, May). When low progress is good: Being farther away from long-term goal completion protects meaning in life in the face of death concerns. Paper presented at the 28th annual Association for Psychological Science Convention, Chicago, IL.


SIGNIFICANT TEACHING ACTIVITIES:

Significant Mentoring

Rose Dormanen, Undergraduate Scholars Program, Montana State University (2016)
Coleen Trottier, McNair Scholars Program, Montana State University (2015-2016)
Jade Threefingers, BRIDGES student, Montana State University (Summer, 2015)
Julie Theis, McNair Scholars Program, Montana State University (2014-2015)

MAJOR SERVICE ACTIVITIES:

Montana State University Undergraduate Scholars Program Advisory Board, member (2015-2017)
Advisor, Montana State University Chapter of PSI CHI (2014 – 2016)
Montana State University, Department of Psychology, Graduate Handbook Committee, member (2016)
National Science Foundation, GRF Panelist (2015)
Montana State University, Department of Psychology, Outstanding Undergraduate Award Committee (2015)
Montana State University, Department of Psychology, Faculty Search Committee, member (2015-2016)
Montana State University, Department of Psychology, Faculty Search Committee, Chair (2014-2015)
Name
Title

POSITIONS:
Title, University/Organization, time period. In reverse chronological order

EDUCATION:
Degree (Name) University Date. In reverse chronological order

SELECT HONORS/AWARDS:
Name of Award, year. In reverse chronological order

GRANTS AS PI, co-PI, or co-I:
Awarded grants or fellowships only. In reverse chronological order
“Title of grant,” Funding agency (your role), active dates. Total award of $amount.

Example:
“Principle-agent models of decision delegation during systems design: Integrating modeling and behavioral approaches,” National Science Foundation (PI), 2016-2019. Total award of $398,967.

SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):
Use APA style formatting, underline names of graduate students, double underline names of undergraduate students. Recommend choosing 10-15 of most representative or most recent work. In reverse chronological order

BOOKS:

Use APA style formatting, underline names of graduate students, double underline names of undergraduate students. If there are more than 3, please add “SELECT BOOKS” to the heading and report the most representative books. In reverse chronological order

SELECT PRESENTATIONS:
Use APA style formatting, underline names of graduate students, double underline names of undergraduate students. Recommend choosing maximum of 5, with priority given to keynotes or invited addresses to major conferences. In reverse chronological order

SIGNIFICANT TEACHING ACTIVITIES:
List a select representation of your teaching. This could be at the undergraduate or graduate level. This could be classroom instruction, mentoring of students, or community outreach that involved instruction. In reverse chronological order.

MAJOR SERVICE ACTIVITIES:
List a select representation of your service. Could be department, university, or professional, prioritizing service that is prestigious and/or has had a significant impact. In reverse chronological order.
Teresa Wilcox
Professor

POSITIONS:
2015-present  Research Fellow, Office of the Vice President for Research, Division of Research Graduate Student Ombuds Officer
              Texas A&M University

2014-2015  ADVANCE Administrative Fellow
            Assistant Provost for Graduate and Professional Studies
            Graduate Student Ombuds Officer
            Texas A&M University

2011-present  Professor
              Department of Psychology
              Texas A&M University

2009-present  Faculty, Texas A&M Institute for Neuroscience

2004-2011  Associate Professor
            Department of Psychology
            Texas A&M University

2000 - 2004  Assistant Professor
              Department of Psychology
              Texas A&M University

1995 - 2000  Assistant Professor
              Department of Psychology
              University of Texas, Arlington

EDUCATION:
1988-1993  Psychology, Ph.D.
            University of Arizona

1985-1988  Child Development, M.S.
            University of California, Davis

1979-1983  Psychology and Education, B.A.
            Bethel University, St. Paul, MN

SELECT HONORS/AWARDS:
2009  APS Fellow

GRANTS AS PI, co-PI, or co-I:
NIH UG3 OD023244  Preconception Stress Exposure: Impact on Pregnancy and Offspring Neurodevelopment, Consultant (PI, Alison Hipwell, University of Pittsburgh Medical Center), 2016-2022, $1,547,723 (total)

NIH R15 G0-47553  Obesity, Stress, and Neuromuscular Function in the Elderly Co-I (PI, Ranjana Mehta, School of Rural Public Health, TAMU) 2015-2018, $545,543 (total)

NIH R01 HD-057999 (PI)  Optical imaging in infants 08/01/09-07/31/16, $1,121,196 (total costs)

NSF BCS-0642996 (PI)  Neuroimaging of infants’ processing of spatiotemporal information 08/01/07-12/31/11, $440,000 (total costs)

NIH R21 HD-48943 (PI)  The neural basis of object processing 07/01/05-06/30/07, $331,000 (total costs)

NSF BCS-0518986 (PI)  Neuroimaging of object processing in human infants 08/01/05-07/31/06, $74,396 (total costs)

NIH R03 HD-46532 (PI)  Auditory information and object individuation in infancy 03/01/04-12/31/06, $145,500 (total costs)

APA Undergraduate Summer Scholars Program, (Co-I, PI, Sherece Fields), 2016, $15,360

Seed Grant (PI), College of Liberal Arts, Texas A&M University, 2015, $15,000

Proposal Planning Grant (PI), Texas A&M University, 2004, $30,000

Children, Youth, and Families Seed Grant (PI), Texas A&M University, 2003, $10,700

Research Enhancement Program, Texas A&M University (PI), 2003, $5,000

Program for Enhancement of Scholarly & Creative Activities (PI), Texas A&M University, 2001, $7,500

SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):


  Woods, R.J., & Wilcox, T. (2013). Posture support improves object individuation in
infants. Developmental Psychology, 49, 1413-1424. DOI: 10.1037/a0030344


SELECT PRESENTATIONS:

Wilcox, T. (October, 2015). fNIRS in the developmental sciences. NIRSDOT Visiting Fellowship Course, Athinoula A. Martinos Center for Biomedical Imaging, MGH, Harvard Medical School, Charlestown, MA.

Wilcox, T. (March, 2011). Invited presentation at the 19th meeting of the Centre de recherche en neuropsychologie et cognition, Montreal, Canada.


SIGNIFICANT TEACHING ACTIVITIES:

Courses Taught
Undergraduate courses:
Developmental Psychology (Life-span and Infancy, Childhood, & Adolescence)
Developmental Psychobiology (co-taught)
Cognitive Development
Infancy and Early Childhood
Infant Cognition
Freshman Critical Thinking Seminar: Origins of Knowledge

Graduate courses:
Cognitive Development
Developmental Psychobiology (co-taught)
Principles of Human Development
Visual Cognition in Infancy
Infant Cognition

Integration of Research and Teaching
Collaborative project (2016-2017) with Melissa Grunlan (Biomedical Engineering, TAMU) and Engineering Capstone students to develop headgear to improve quality and quantity of fNIRS data collected.
Faculty Research Advisor (FRA) for Collaborative Initiatives in Maternal, Perinatal, and Infant Health Research (CIMPIR). 2016-2017. This Tier One Program is coordinated through VetMed and includes seven colleges. Advising 3 undergraduate students as part of this program designed to introduce undergraduate researchers to scientific research as it relates to maternal, perinatal, and infant health.

**MAJOR SERVICE ACTIVITIES:**
Council of Principle Investigators, Member of Executive Committee (2014-2016)

Editorial Board: *Infancy, Infant and Child Development*, and *Frontiers in Developmental Psychology*

National Science Foundation Grant review panel (2008-2012)

National Science Foundation, College of Reviewers, DLS (2016-current)

Research Fellow, Office of the Vice President for Research, Division of Research

Graduate Student Ombuds Officer

ADVANCE Administrative Fellow
Darrell Worthy
Associate Professor

POSITIONS:
Associate Professor, Texas A&M University, Department of Psychology, 2015 –
Assistant Professor, Texas A&M University, Department of Psychology, 2010 – 2015

EDUCATION:
Ph.D. University of Texas at Austin, 2010

SELECT HONORS/AWARDS:
Best article in Cognitive, Affective, and Behavioral Neuroscience, 2016
Psychonomic Society Fellow 2014-

GRANTS AS PI, co-PI, or co-I:
Awarded grants or fellowships only. In reverse chronological order
“Title of grant,” Funding agency (your role), active dates. Total award of $amount.

Example:
“Principle-agent models of decision delegation during systems design: Integrating
modeling and behavioral approaches,” National Science Foundation (PI), 2016-
2019. Total award of $398,967.

SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):
an Ecological Aspiration Level of Zero in Dynamic Decision-Making. Psychonomic Bulletin and

category-learning. Journal of Cognitive Neuroscience, 28, 959-970. (5-Year Impact Factor:
5.705).

Worthy, D.A., Davis, T., Gorlick, M.A., Cooper, J.A., Bakkour, A., Mumford, J., Poldrack, R.A., & Maddox,
Neuroimage, 130, 13-23. (5-Year Impact Factor 7.289).

Byrne, K.A.*, Patrick, C.J., & Worthy, D.A. (2016). Striatal dopamine, externalizing proneness, and
substance abuse. Effects of wanting and learning during reward-based decision-making. Clinical
Psychological Science, 4, 760-774. (5-Year Impact Factor Not Yet Available).

Byrne, K.A.*, Norris, D.D.**, & Worthy, D.A. (2016). Dopamine, depressive symptoms, and decision-
making: The relationship between spontaneous eyeblink rate, and depressive symptoms
predicts Iowa Gambling Task performance. Cognitive, Affective, and Behavioral Neuroscience,


**BOOKS:**

**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**
I have taught the graduate levels statistics courses for the department, one on Inferential Statistics and one on Regression, since 2012.
In May of 2014 I taught a service course on Bayesian Statistics for Psychology

**MAJOR SERVICE ACTIVITIES:**
Faculty Senate 2016-Present
CCN area head 2016- Present
Evaluation committee 2016-Present
Donor outreach 2016
Chair of search committee for fMRI researcher 2014-2015
Search Committee for Personality 2014
Search Committee for senior fMRI 2014
Takashi Yamauchi
Associate Professor

POSITIONS:
2008 - present  Associate professor of psychology at Texas A&M University
2001- 2008  Assistant professor of psychology at Texas A&M University
2000-2001  Visiting assistant professor of psychology at Texas A&M University
1998-2000  Research associate at the Center for Interdisciplinary Research on Constructive Learning Environments (supported by the University of Pittsburgh and Carnegie Mellon University).

EDUCATION:
Ph.D.  Psychology, Columbia University: October, 1997
B.A.  Psychology, Columbia University: May, 1991 (cum laude)

SELECT HONORS/AWARDS:
- Texas A&M University Faculty Development Leave Award 2013
- Faculty Fellow, Race and Ethnic Studies Institute, 2009
- Digital Humanities / Glasscock Center Stipendiary Faculty Fellow 2009
- College Faculty Research Enhancement Award 2002
- Fellow, Society for Psychonomic Society, 2005

GRANTS AS PI, co-PI, or co-I:
- “Connecting Across Distances: Emotional Support for At-Risk Individuals through Remote Touch” National Science Foundation (co-PI), 2016-2019. Total award of $499,992
- “Foreign Accent Conversion Through Articulatory Inversion of the Vocal-Tract Frontal Cavity” National Science Foundation (senior personnel), 2010-2011. Total award of $210,587

SELECT PUBLICATIONS (of X journal articles, X book chapters, X other):
Journal articles (psychology)


**Peer-reviewed conference proceedings (computer science)**


- *selected as the finalists for the “Best of ACII” (approximately 10 out of 175 submissions).*


- *selected as one of “Spotlight Papers” (approximately 17 out of 255 submissions).*

**SELECT PRESENTATIONS:**


**SIGNIFICANT TEACHING ACTIVITIES:**

**Faculty Advisor**
Undergraduate University Scholar

Student Research week awards
- 1st award (Frankie Lara, 2008, 2009), 1st place Session winner (Frankie Lara, 2009), 1st place Glasscock award (Frankie Lara, 2009).

TAMU Psychology Club and Psi Chi faculty advisor

**MAJOR SERVICE ACTIVITIES:**

**National**
- National Science Foundation: Innovation Corps for Learning Program team mentor (2013-2014)
- National Science Foundation / PAC College of Reviewers Board (2013~)

**Associate Editor**

**Guest Editor**

**Editorial Board**
- Psychologia
- Insights in Psychology
- Madridge Journal of Behavioral and Social Sciences
- Journal of Brain and Neuroscience Research

**University**
- Glasscock Center for Humanities Research, Advisory Committee member (2010 ~2012)
Appendix O: Faculty mentoring program
Department of Psychology Mentoring Program

**Background:** The Department has traditionally relied on informal mentoring structures for junior tenure-track faculty. There is a general expectation in the department that senior scientists will engage in mentoring junior faculty, and that such mentoring is a service contribution to the department. These informal mentor relationships are critical to the development of junior scientists and should remain active in the department. The purpose of this formal mentoring program is to ensure that, in addition to the availability of these informal relationships, high quality mentoring is consistently provided for all junior faculty members. Formal mentoring programs are available or being developed at most peer and aspirant peer institutions and these programs have typically documented improvement in the productivity of junior faculty and in their satisfaction with the department. Such programs have the potential to facilitate the development and success of diverse junior faculty by “quick starting” the tenure process through advice on research, grants, teaching, and service.

**Proposal:** Tenure-track Assistant Professors will be paired with three tenured faculty members to form a "mentoring committee" (preferably at least one member will be full rank). The mentoring committee will be established by the Department Head, in consultation with faculty in the area and the incoming faculty member, and should be in place before the arrival of the incoming faculty member. Ideally, each member of the mentoring committee will offer a unique skill or knowledge set that will be useful to the new faculty member during the early stages of career development. One member of the mentoring committee will be temporarily assigned as primary and will be responsible for initial contact and arranging meetings. It is recommended that contact between the assigned mentors and mentee begins before the mentee arrives at the university. After the first semester and at the end of each year thereafter, the mentoring committee and Department Head will discuss changes in the committee or primary mentor status within the committee. In addition, due to changing schedules or needs of the mentee, the committee members can change at any time in consultation with the Head. Tenure-track faculty in the department at the time this program is instituted will also be offered mentors.

Mentors and mentees will meet regularly (i.e., at least twice a semester) at least through midterm review (typically in the third year), either as a group or individually. In addition, the mentoring committee and mentee will meet once a year, at least through the time that the mentee goes up for tenure, to discuss letters from the P&T committee. These are minimal expectations for successfully mentoring a faculty member through tenure; the committee can meet more often as warranted or desired.

The mentoring committee is expected to facilitate the development of the mentee in several core areas (either directly or by helping the mentee identify an appropriate advisor):

- Provide informal advice on research, grants, teaching, and service.
- Encourage mentee to identify goals for development that are consistent with the priorities of the psychology department and discuss progress regularly. This might involve providing information about university and department culture and values.
- Review annual P&T materials and the resulting review/letters with the mentee and set goals to address any concerns. For mentees with a joint appointment, the review of P&T letters should involve a meeting that includes an assigned mentor or administrator from the other department/program. The point of including someone from the other department/program is to ensure that expectations are clearly and consistently conveyed to the junior faculty and that the two departments are not, together, demanding too much teaching or service from the mentee. In some cases, it might make sense to include the outside mentor as part of mentoring committee meetings on a regular basis.
o Provide feedback on grants and/or manuscripts, including dealing with reviews.
o Advocate for the mentee in obtaining space, funds, students, and resources required for research.
o Assist the mentee in networking with senior people in the department, university, and in their field of expertise. This could include introducing the mentee to editors of leading journals in the area.

Mentees are expected to promote the mentoring relationship by taking steps to fully utilize their available resources:
o Develop goals with the mentor and bring them up for discussion
o Inform the mentor of problems or concerns
o Leave sufficient time for review and critique of drafts when feedback is requested
o Approach potential advisors/mentors with expertise in different areas – identifying informal mentors and building those collaborations or relationships is critical to successful development as a scientist
o Remember that these are professional relationships and that mentors will be involved in evaluation meetings and decisions. In some situations, it might be best to seek advice from mentors outside the department.

The mentoring program will be monitored by the Department Head or an individual appointed by the Head. Monitoring will involve contacting the mentoring committee and mentee at least once a semester to identify concerns, issues, and successes. In the event that the mentoring relationship is not working well, for either the mentor(s) or mentee, this monitoring might involve working with the parties to resolve the issue or identify a new mentor.

Workshops will be held for junior faculty at least once a semester, organized by the Department Head or an individual appointed by the Head. These workshops can be focused on any topic that will facilitate the development of junior faculty toward tenure.
Appendix P:
Institutional Profile
January 2, 2017

TO: External Program Reviewers and Program Accreditors

FROM: Michael T. Stephenson
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with comprehensive standard 3.13.1, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

Purpose

Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

Governance

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- Michael K. Young, President
- Carol A. Fierke, Provost and Executive Vice President
- Jerry R. Strawser, Executive Vice President for Finance and Administration and CFO
- Michael Benedik, Vice Provost
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations
- Col Michael E. Fossum, Vice President and COO, TAMU-Galveston
- Barbara A. Abercrombie, Vice President for HR & Organizational Effectiveness
- Christine Stanley, Vice President and Associate Provost for Diversity
- Amy B. Smith, Senior Vice President and Chief Marking & Communications Officer
- Karen L. Butler-Purry, Interim Vice President for Research
- Carrie L. Byington, Senior Vice President TAMU Health Science Center, Dean of the College of Medicine, and Vice Chancellor for Health Services
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Joseph P. Pettibon, II, Vice President of Enrollment and Academic Services
- Gen Joe E. Ramirez, Jr. Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Scott Woodward, Director of Athletics

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2016 submitted to SACSCOC
INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael T. Stephenson
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison
979.845.4016
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the
Compliance Certification
Alicia M. Dorsey
Assistant Provost for Institutional Effectiveness
979.862.2918
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

☒ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation Review
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  September 29, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)

☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
☒ Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
☒ Professional degree program(s)
☒ Master's degree program(s)
☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
☒ Doctoral degree program(s)
☐ Other (Specify) ______

2. Types of Undergraduate Programs (Check all that apply)

☐ Occupational certificate or diploma program(s)
☐ Occupational degree program(s)
☐ Two-year programs designed for transfer to a baccalaureate institution
☒ Liberal Arts and General
☒ Teacher Preparatory
☒ Professional
☐ Other (Specify) ______

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐ Private (check one)

☐ Independent, not-for-profit

Name of corporation OR
Name of religious affiliation and control: ______

☐ Independent, for-profit *

If publicly traded, name of parent company: ______
Public state * (check one)

- Not part of a state system, institution has own independent board
- Part of a state system, system board serves as governing board
- Part of a state system, system board is super governing board, local governing board has delegated authority
- Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions: Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Campus Instructional Locations and Branch Campuses
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.
### Institutions with off-campus instructional sites

Institutions with off-campus instructional sites at which the institution offers 25-49% credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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### Branch campus

Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
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<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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### 4. Distance and Correspondence Education
Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**History.** Texas A&M University was established in 1871 as the state’s first public institution of higher education and opened for classes in 1876. We are now one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. We are also one of few universities to host a presidential library; the George Bush Presidential Library and Museum opened in 1997. A mandatory military component was a part of the land grant designation until 1965 and today we are one of only three institutions with a full-time corps of cadets, leading to commissions in all branches of service. We have two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003). In 2001 we were admitted to the Association of American Universities (AAU) and in 2004 to Phi Beta Kappa. We are classified by the Carnegie Foundation as a Research University (very high research activity).

**Mission.** Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Enrollment Profile.**
77.42% Undergraduate, 18.41% Graduate, 4.02% Professional, and 0.14% Post-Doc Certificate

**Undergraduate Students:**
93.58% Texas Residents, 3.96% non-Texas Residents, 2.46% non-Texas, non-US Residents;
62.41% White, 3.11% Black, 22.33% Hispanic, 6.21% Asian

**Graduate Students:**
45.09% Texas Residents, 16.57% non-Texas Residents, 38.34% non-Texas, non-US Residents
Admissions Process. Selective. Automatic admission for Texas resident applicants in the top 10% of their high school graduating class; automatic admission for applicants who rank in the top 25% of their high school graduating class and achieve a combined (old) SAT math and SAT critical reading score of at least 1300 with a test score of at least 600 in each component, or combined (newly redesigned) SAT math and SAT evidence based reading and writing (EBRW) score of at least 1360 with a test score of at least 620 in Math and 660 in EBRW, or 30 composite on the ACT with a 27 in the math and English components; review of all other applicants based on academic potential, distinguishing characteristics, exceptional circumstances and personal achievements.

**Peer Institutions.** Georgia Institution of Technology, Ohio State University, Pennsylvania State University, Purdue University, University of California- Berkeley, Davis, Los Angeles, San Diego, University of Florida, University of Illinois – Champaign/Urbana, University of Michigan, University of Minnesota, University of North Carolina – Chapel Hill, University of Texas – Austin, and University of Wisconsin – Madison.
2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

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3. Off-Campus Instructional Locations and Branch Campuses

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

### Off-Campus Instructional Locations – 50% or more.

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<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
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<tr>
<td>Texas A&amp;M Health Science Center</td>
<td>8441 State Highway 47 Clinical Building 1, Suite 3100 Bryan, TX 77807</td>
<td>2000</td>
<td>2000</td>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS&lt;br&gt; MEDICAL SCIENCES MD&lt;br&gt; MEDICAL SCIENCES MS&lt;br&gt; MEDICAL SCIENCES PHD&lt;br&gt; MEDICINE MD&lt;br&gt; NURSING BSN&lt;br&gt; NURSING EDUCATION MSN&lt;br&gt; PHARMACY PHMD&lt;br&gt; FAMILY NURSE PRACTITIONER MSN</td>
<td>Yes</td>
</tr>
<tr>
<td>Arabian Society for Human Resource Management</td>
<td>Saudia Aramco – Box 8926 Training &amp; Career Development South Administration Building, Room 242 Dhahran 31311 Saudia Arabia</td>
<td>2012</td>
<td>2007</td>
<td>HUMAN RESOURCE MANAGEMENT MS</td>
<td>Yes</td>
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<tr>
<td>City Centre</td>
<td>842 West Sam Houston Parkway North, Suite 200 Houston, Texas 77024-3920</td>
<td>2012</td>
<td>2012</td>
<td>ANALYTICS MS&lt;br&gt; BUSINESS ADMINISTRATION MBA</td>
<td>Yes</td>
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<tr>
<td>College of Dentistry</td>
<td>3302 Gaston Ave. Dallas, TX 75246</td>
<td>2001</td>
<td>2000</td>
<td>ADVANCED EDUCATION IN GENERAL DENTISTRY&lt;br&gt; DENTAL HYGIENE BS&lt;br&gt; DENTAL PUBLIC HEALTH Certificate&lt;br&gt; DENTISTRY DDS&lt;br&gt; ENDODONTICS CTGFA&lt;br&gt; MAXILLOFACIAL SURGERY CTGFA&lt;br&gt; ORAL AND MAXILLOFACIAL PATHOLOGY CTGFA&lt;br&gt; ORAL AND MAXILLOFACIAL CTGFA</td>
<td>Yes</td>
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<tr>
<td>Name of Site</td>
<td>Physical Address</td>
<td>Date Approved by SACSCOC</td>
<td>Date Implemented by the institution</td>
<td>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</td>
<td>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</td>
</tr>
<tr>
<td>------------------------------------</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Institute of Biosciences and Technology</td>
<td>2121 W. Holcombe Blvd. Houston, TX 77030</td>
<td>2000</td>
<td>2000</td>
<td>HEALTH ADMINISTRATION MHA MEDICINE MD</td>
<td>Yes</td>
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<tr>
<td>Rangel College of Pharmacy</td>
<td>1010 W. Avenue B. Kingsville, TX 78363</td>
<td>2011</td>
<td>2006</td>
<td>PHARMACY PHMD</td>
<td>Yes</td>
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<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>2000</td>
<td>2000</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
<td>2010</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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<tr>
<td>Rural Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
<td>HEALTH POLICY AND MANAGEMENT MPH HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH NURSING BSN</td>
<td>Yes</td>
</tr>
<tr>
<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
<td>2013</td>
<td>2013</td>
<td>HEALTH CARE LAW JM INTTELLECTUAL PROPERTY ML JURISPRUDENCE MJ LAW JD LAWS ML</td>
<td>Yes</td>
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<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>2015</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
<td>2012</td>
<td>2011</td>
<td>MEDICINE MD</td>
<td>Yes</td>
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</table>
### Off-Campus Instructional Locations – 25%-49%.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of State Health Services</td>
<td>1100 West 49th Austin, TX. 78756</td>
<td>2011</td>
<td>2004</td>
<td>HEALTH POLICY &amp; MANAGEMENT - MPH</td>
<td></td>
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</tbody>
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### Branch Campuses

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University at Galveston</td>
<td>200 Seawolf Pkwy. Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>MARINE BIOLOGY BS OFFSHORE &amp; COASTAL SYSTEMS ENGINEER BS MARINE BIOLOGY MS MARINE BIOLOGY PhD MARINE ENGINEERING TECHNOLOGY BS MARINE FISHERIES BS MARINE RESOURCES MANAGEMENT MMR MARINE SCIENCES BS MARINE TRANSPORTATION BS MARITIME ADMINISTRATION BS MARITIME ADMINISTRATION &amp; LOGISTICS MML MARITIME STUDIES BA OCEAN AND COASTAL RESOURCES BS OCEAN ENGINEERING BS UNIVERSITY STUDIES – BS</td>
<td>Yes</td>
</tr>
</tbody>
</table>
4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

**Initial Approval in February 2000**

<table>
<thead>
<tr>
<th>Credit Bearing Degree Programs</th>
<th>Site</th>
<th>Synchronous/Asynchronous/Both</th>
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<tbody>
<tr>
<td>AEROSPACE ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
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<tr>
<td>AGRICULTURAL DEVELOPMENT</td>
<td>MAGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL EDUCATION</td>
<td>EDD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
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<tr>
<td>ANALYTICS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BIOLOGICAL AND AGRI ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
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<tr>
<td>COMPUTER ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
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<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>EDD</td>
<td>Asynchronous</td>
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<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
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<td>Asynchronous</td>
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<tr>
<td>Degree Title</td>
<td>Level</td>
<td>Notes</td>
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<tr>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td>MS</td>
<td>Asynchronous</td>
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<tr>
<td>EDUCATION FOR HEALTH CARE PROFESSIONALS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MED</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATIONAL TECHNOLOGY</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ELECTRICAL ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
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<tr>
<td>ENERGY</td>
<td>MS</td>
<td>Asynchronous</td>
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<tr>
<td>ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENGINEERING SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EPIDEMIOLOGY</td>
<td>MPH</td>
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<tr>
<td>FAMILY NURSE PRACTITIONER</td>
<td>MSN</td>
<td>Bryan, TX</td>
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<td>HEALTH EDUCATION</td>
<td>MS</td>
<td>Asynchronous</td>
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<tr>
<td>INDUSTRIAL DISTRIBUTION</td>
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<td>LAWS</td>
<td>LLM</td>
<td>Asynchronous</td>
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<tr>
<td>JURISPRUDENCE</td>
<td>MJ</td>
<td>Asynchronous</td>
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<tr>
<td>MARITIME ADMINISTRATION &amp; LOGISTICS</td>
<td>MMAL</td>
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<td>MATHEMATICS</td>
<td>MS</td>
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<td>NATURAL RESOURCES DEVELOPMENT</td>
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<td>Bryan, TX</td>
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<td>PETROLEUM ENGINEERING</td>
<td>MENGR</td>
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<td>PLANT BREEDING</td>
<td>MS</td>
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<tr>
<td>PLANT BREEDING</td>
<td>PHD</td>
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<tr>
<td>POULTRY SCIENCE</td>
<td>MAGR</td>
<td>Asynchronous</td>
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<td>PUBLIC SERVICE AND ADMINISTRATION</td>
<td>MPSA</td>
<td>College Station, TX</td>
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<tr>
<td>RECREATION &amp; RESOURCES DEVELOPMENT</td>
<td>MRRD</td>
<td>College Station, TX</td>
</tr>
<tr>
<td>SAFETY ENGINEERING</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MED</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
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<tr>
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</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MS</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>SPORTS MANAGEMENT</td>
<td>MS</td>
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<tr>
<td>STATISTICS</td>
<td>MS</td>
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<tr>
<td>WILDLIFE SCIENCE</td>
<td>MWSC</td>
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<tr>
<td>MILITARY LAND SUSTAINABILITY</td>
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<tr>
<td>ADVANCED INTERNATIONAL AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>AGRICULTURE E-LEARNING DEVELOPMENT</td>
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<tr>
<td>APPLIED BEHAVIOR ANALYSIS</td>
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</tr>
<tr>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
<td>CERT</td>
<td>Asynchronous</td>
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<tr>
<td>ENERGY</td>
<td>CERT</td>
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<tr>
<td>ENERGY SUSTAINABILITY ENGINEERING</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>FORENSIC HEALTH CARE</td>
<td>CERT</td>
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<tr>
<td>HOMELAND SECURITY</td>
<td>CERT</td>
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</tr>
<tr>
<td>INDUSTRIAL DATA ANALYTICS</td>
<td>CERT</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NATIONAL SECURITY AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Livermore, CA; Sandia, NM</td>
</tr>
<tr>
<td>NONPROFIT MANAGEMENT</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>CERT</td>
<td>McAllen, TX</td>
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<tr>
<td>REGULATORY SCIENCE IN FOOD SYSTEMS</td>
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<tr>
<td>SAFETY ENGINEERING</td>
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<tr>
<td>APPLIED STATISTICS</td>
<td>CERT</td>
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</tbody>
</table>

5. Accreditation

<p>| Accreditation Council for Pharmacy Education | The pharmacy professional degree program | Last Review: April 2014 |
| American Council for Construction Education | The B.S. and M.S. curriculum in construction science | Last Review: 2011 (B.S.) and 2012 (M.S.) |
| American Psychological | The clinical psychology program | Last Review: April/May 2015 |</p>
<table>
<thead>
<tr>
<th>Association</th>
<th>Description</th>
<th>Last Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Association in the Department of Psychology and the counseling psychology and school psychology program in the Department of Educational Psychology</strong></td>
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</tr>
<tr>
<td><strong>American Veterinary Medical Association Council on Education</strong></td>
<td>The veterinary medicine degree program</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td><strong>Association to Advance Collegiate Schools of Business (AACSB)</strong></td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>Last Review: Fall 2012</td>
</tr>
<tr>
<td><strong>Commission on Accreditation for Dietetics Education</strong></td>
<td>The dietetic track in the nutritional sciences curriculum and the dietetic internship program</td>
<td>Last review: January 2015</td>
</tr>
<tr>
<td><strong>Commission on Accreditation of Athletic Training Education (caATE)</strong></td>
<td>Athletic Training (College of Education)</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td><strong>Commission on Accreditation of Healthcare Management Education</strong></td>
<td>The Master of Health Administration</td>
<td>Last Review: Fall 2010</td>
</tr>
<tr>
<td><strong>Commission on Collegiate Nursing Education and the Texas Board of Nursing</strong></td>
<td>The nursing degree programs</td>
<td>Last Review: July 2013</td>
</tr>
<tr>
<td><strong>Commission on Dental Accreditation. (CODA)</strong></td>
<td>The degree programs in dentistry and dental hygiene and the certificate programs in the ten advanced dental graduate education programs</td>
<td>Last Review: August 2013</td>
</tr>
<tr>
<td><strong>Commission on English Language Program Accreditation (CEA)</strong></td>
<td>The English Language Institute</td>
<td>Last review: 2013</td>
</tr>
<tr>
<td><strong>Computing Accreditation Commission of ABET</strong></td>
<td>The computer science program</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td><strong>Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association</strong></td>
<td>Texas A&amp;M University School of Law</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td><strong>Council on Education for Public Health</strong></td>
<td>The School of Public Health degree programs</td>
<td>Last Review: April 2011</td>
</tr>
<tr>
<td><strong>Engineering Accreditation Commission of ABET</strong></td>
<td>Undergraduate programs in aerospace, biological and agricultural, biomedical, chemical, civil, computer, electrical, industrial, mechanical, nuclear, ocean, petroleum and radiological health engineering</td>
<td>Last Review: 2010-2011 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td><strong>Engineering Accreditation Commission of ABET</strong></td>
<td>Maritime systems engineering (Offshore and Coastal Systems Engineering) – TAMU Galveston</td>
<td>Last review: 2010-11</td>
</tr>
<tr>
<td>Accrediting Agency</td>
<td>Program Description</td>
<td>Last Review/Date</td>
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<tr>
<td>------------------------------------------------------------</td>
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<tr>
<td>Engineering Technology Accreditation Commission of ABET</td>
<td>The electronic systems engineering technology program, the manufacturing and mechanical engineering technology program,</td>
<td>2013-2014 (College Station) and 2015 (Qatar)</td>
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<tr>
<td>Engineering Technology Accreditation Commission of ABET</td>
<td>Marine engineering technology – TAMU Galveston</td>
<td>2013-14</td>
</tr>
<tr>
<td>Forensic Science Education Programs Accreditation Commission (FEPAC)</td>
<td>The forensics and investigative sciences program</td>
<td>Last Site Visit: October 2011 Accreditation dates: 1/2012-1/2017)</td>
</tr>
<tr>
<td>Institute of Food Technologists</td>
<td>The food science and technology curriculum</td>
<td>December 2011</td>
</tr>
<tr>
<td>Landscape Architectural Accreditation Board</td>
<td>The curriculum in landscape architecture</td>
<td>July 2015</td>
</tr>
<tr>
<td>Liaison Committee on Medical Education</td>
<td>The medical education degree program</td>
<td>August 2012</td>
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<tr>
<td>National Architectural Accrediting Board</td>
<td>The curriculum in architecture</td>
<td>March 2013</td>
</tr>
<tr>
<td>National Recreation and Park Association</td>
<td>The curriculum in recreation, park and tourism sciences</td>
<td>June 2010</td>
</tr>
<tr>
<td>Planning Accreditation Board</td>
<td>The Master of Urban Planning curriculum</td>
<td>2013</td>
</tr>
<tr>
<td>Society for Range Management</td>
<td>The curriculum in rangeland ecology and management</td>
<td>2006</td>
</tr>
<tr>
<td>Society of American Foresters</td>
<td>The curriculum in forestry</td>
<td>2013</td>
</tr>
<tr>
<td>State Board of Educator Certification Texas Education Agency</td>
<td>Programs in professional education and degrees conferred by Texas A&amp;M University</td>
<td>2011</td>
</tr>
</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

None.
(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None.

6. Relationship to the U.S. Department of Education.

Texas A&M University does not have any limitations or suspensions, nor have we been terminated by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. We are not on reimbursement nor do we have any other exceptional status in regard to federal or state financial aid.