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I. Preamble

A. University Charge to External Reviewers

The following (from Dr. Robert C. Webb, Interim Dean of Graduate Studies) was included in the letter of invitation to serve as a member of the External Review Committee:

This activity is part of a periodic review of all Texas A&M University academic programs, and offers an opportunity to assess the standards of the programs and to learn from review team members’ experiences with similar programs.

I request that the review team examine the graduate and undergraduate programs of the Department using materials that will be provided, information you gain through personal interactions while visiting Texas A&M, and any additional information that you might request. Currently the Clinical Psychology portion of the Department undergoes external accreditation by the American Psychological Association. We have asked that the Department include this and other recent external accreditation reports to give you a perspective on the Department as a whole.

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, that 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, started by Texas A&M University in 2003. The program has resulted in the hiring of over 450 new faculty members throughout the University. The goal is to improve the quality of education for Texas A&M students by having more faculty available for mentoring and advising, whether more courses and sections are available, or by simply being more responsive to student needs. Through this review we plan to track and measure real increases and improvements in the quality of the graduate and undergraduate experiences across all dimensions. More information specific to the Department’s success from the program will be included in the self-study being prepared. We ask that you assess the success of the Department in moving their teaching and research agendas forward with these hires.
B. Greeting letter

March 11, 2010

In my capacity as Department Head, I am happy to welcome you to the Department of Psychology. With the assistance of the Associate Head, the Department Advisory Committee, and input from our faculty, we have assembled this document that hopefully will give you information, metric data and insight into the Department of Psychology here at Texas A&M University. Key sections listed in the Table of Contents include details regarding our prior External Review in 2001 and our response to that review; our graduate and undergraduate academic programs; a profile of our Faculty; descriptions of our infrastructure; and our goals and challenges.

I hope that in advance of your travel here you will be able to explore and search this document for useful information. We have time to gather missing data in advance of your visit, and of course we will be available to assist you in any way during your days here in College Station.

We greatly appreciate the time and intellectual focus you will give to us during this review.

Sincerely,

Leslie C. Morey, Ph.D.
Professor and Department Head
Department of Psychology
II. Overview of the Department of Psychology, Texas A&M University

A. A Brief History of the Psychology Department at Texas A&M University

1. Texas A&M University

Texas A&M University is the oldest public university in Texas. It was established in the Fall of 1876 as the Agricultural and Mechanical College of Texas, a land grant university under the Morrill Act of 1862. Thus, the University will celebrate its 134th anniversary this October. Throughout much of its history, Texas A&M was an all male, military college, focusing on agriculture and engineering. For much of that era, other subjects such as English or history or psychology were viewed as service courses to be offered in support of the engineering and agriculture emphases but not to be fields of extended study on their own. Thus, it would be a long time before a psychology laboratory or psychology major would make an appearance at TAMU.

The University changed appreciably in the 1960s, when women students were admitted, 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. The initials "A" and "M" were continued, but without the periods, signifying that the letters do not stand for any words, but recall the link with the university's past. Today the University includes colleges of Agriculture, Architecture, Business, Education, Engineering, Geosciences, Liberal Arts, Medicine, Science, and Veterinary Medicine, as well as the George Bush School of Government and Public Service and the George Bush Presidential Library and Museum. In the 1970s and 1980s, Texas A&M was the fastest growing university in America until enrollment-management measures were put in place in the mid 1980s.

University enrollment for the 2009-2010 academic year was approximately 49,000 (more than 9,000 were graduate students), ranking the university as the 7th largest campus in the United States. It consistently ranks in the top 10 universities in terms of funded research ($582 million for 2008). Its endowment of more than $5 billion ranks it among the top 10 American universities. The University is in the midst of a program entitled "Vision 2020" that is intended to enhance the quality of research and teaching with the ultimate goal of having the University ranked among the top 10 public universities in America by the year 2020.

2. The Department of Psychology

The Department of Psychology is administratively located in the College of Liberal Arts, which is composed of humanities and social sciences. The social science departments include anthropology, economics, political science, sociology, and psychology.

The Psychology Department began in the 1940s, originally as a joint department with Education, although it was not until 1965, nearly 90 years after the establishment of the University that a baccalaureate degree (B.S.) in psychology was offered. Psychology became a separate department in 1969, shortly before the College of Liberal Arts was formed. Psychology
underwent considerable growth in the 1980s. As enrollments at the University exploded (from approximately 13,000 in 1970 to 32,000 in 1980), Psychology, like many departments, sought to catch up with the growth in classes and majors. In 1980 there were approximately 400 psychology majors; by 1990 that number had reached 1,300. Tenure-track psychology faculty members expanded from 19 in 1980 to 32 during the previous external program review, conducted in 2001.

As part of this growth, the Department of Psychology began offering doctoral degrees, graduating its first doctorate in 1987. The original plan of the Texas State Coordinating Board, which approves new graduate programs in state institutions, was to permit Texas A&M to offer the PhD in two areas only: Clinical Psychology and Industrial/Organizational Psychology. The report of the State's review team (comprised of eight psychologists), however, recommended that a third doctoral program in General Psychology be included as well, and all three programs were approved. Around 1990, the General Psychology program evolved into four area specialties: Behavioral Neuroscience, Cognitive Psychology, Developmental Psychology, and Social Psychology. The doctoral programs developed rapidly. The Clinical Psychology program received accreditation from the American Psychological Association in 1988 and has been fully accredited since. In that year, five years after the programs were initially approved, the Department accounted for a third of all graduate applications in the College of Liberal Arts and ranking it 10th among doctoral programs in the University in total applications.

In recognition of this growth, the Department secured its first separate building in 1988. The building, which was constructed originally for the Physics Department, was renovated at a cost of $4.5 million to the specifications of psychology faculty and included a number of laboratories, classrooms, and special purpose rooms, including an animal laboratory and a psychology clinic. In the planning stages conducted during the early 1980s that space seemed adequate, but due to the tripling of the number of undergraduate majors during that decade, the expansion of the faculty, and increasing graduate program research needs, the Department had outgrown the Psychology Building before it ever moved into it. Only three years after moving into the Psychology Building, a 1991 Space Study conducted by the Office of Planning and Institutional Analysis recognized that the space was no longer adequate for the needs of our department; a shortfall of 45,278 square feet was estimated in that study.

The Department has made remarkable strides given that it has only been granting doctorates in Psychology for slightly over two decades. The 1995 National Research Council (NRC) report rankings, which gathered data after we had only been granting doctorates for six years, placed us at the 38th percentile for doctoral psychology programs, 71st of 185 programs. Like many universities, we eagerly await the data from the latest NRC study, for which data were gathered in 2006. The 2009 US News rankings list us as 47th among public university Departments of Psychology, but we fare better in studies based upon actual productivity metrics, some of which place us within the top 25 or even top 10 departments (Buboltz et al., in press; Applied Analytics in Chronicle of Higher Education, 2009; Stewart et al., 2007; Morey, in press; Oliver et al., 2005).
B. Previous Review and Assessment

The most recent departmental external program review for the TAMU Department of Psychology as a whole was conducted in 2001. As noted in the charge letter, the Clinical Psychology portion of the Department undergoes external accreditation by the American Psychological Association, with that program having been recently reviewed in 2008. A copy of the review conclusions from the American Psychological Association provided to us in 2009 is presented in Appendix C.

However, the more broad departmental program review in 2001 is of particular relevance, as this review had a significant impact in shaping our direction and strategies over the past decade. The 2001 review had as members:

Peter E. Nathan, University of Iowa, Chair
Richard E. Petty, Ohio State University
J. Bruce Overmier, University of Minnesota

This review team was on campus from October 28 to October 31, 2001. The team had access to the University’s strategic report and a self-study document produced by the Psychology Department. It conducted interviews with the Provost, Dr. Ronald G. Douglas, and the Dean of the Graduate College, Dr. John G. Giardino, Dean of the College of Liberal Arts, Dr. Charles A. Johnson, and other key administrators. Finally, interviews also were conducted with the Psychology Department’s Head, Dr. Paul Wellman, as well as faculty, students, and staff.

The report from the 2001 external review committee is found as Appendix A1. In the intervening years since that review, the Department has paid careful attention to the suggestions and recommendations of the review team and we have made significant strides in several areas. Several issues detailed by the review team have been acted on with noteworthy progress or amelioration of problems; some of these issues have become more acute, while others remain largely the same. The following sections describe some of these key issues and our actions related to these issues over the past decade. Ongoing priority issues over the next decade are discussed in Section II-D.

C. Department Responses to Prior Reviews, 2001-2010

The 2001 external review identified a number of strengths, weaknesses, and offered a number of recommendations targeted at moving the Department into the top 30 programs nationally. The following paragraphs highlight some of the strengths and weaknesses noted by the reviewers and discuss some of the actions taken to sustain our strengths and address our weaknesses.

Strengths noted in the 2001 review

1. “several faculty are nationally recognized for their research contributions”

The national recognition of our department is clearly linked to the visibility of our faculty. Developing, hiring, and retaining such faculty was an overarching principle in our department prior to the 2001 review and has continued to be so in the years since that review. In this regard, we believe that we have made significant strides in hiring. While we have lost a few prominent
faculty to other universities since 2001, we have made a number of very strong hires. For example, our Department currently has five faculty members recognized by the Institute for Scientific Information as being among the top 1% of most highly cited researchers in Psychology, Psychiatry, and Neuroscience over the past decade. Of these five, four (Eddie Harmon-Jones in Social, John Edens in Clinical, Mark Packard and Barry Setlow in Behavioral and Cellular Neuroscience) were hired since the 2001 review—and were hires made at either the Assistant Professor or Associate Professor level (the fifth, Les Morey, was hired in 1999 and is currently serving as Department Head). We have made numerous exceptionally strong hires across most of the doctoral areas of the department, and there is evidence to suggest that these efforts are beginning to be recognized nationally. For example, although we recognize the problems with the rankings published annually by US News and World Report, it is worth noting that the US News ranking for the Psychology Department demonstrated the largest improvement of any department in the College of Liberal Arts at Texas A&M University between the years 2006 and 2009, moving from 67th to 47th among public universities (data compiled by College of Liberal Arts, May, 2009). We eagerly await the updated rankings from the National Research Council, as the 1995 survey that placed us at the 38th percentile for doctoral psychology programs was based upon data collected after we had only been granting doctorates for six years. We fare well in many studies using objective metrics of faculty productivity. A recent study of research productivity in APA journals (Buboltz et al, in press) indicates that Texas A&M ranked 22nd in overall publication productivity in 17 APA journals between 1996 and 2008, numbering in the top 10 in Journal of Applied Psychology and American Psychologist, and in the top 20 in Journal of Personality and Social Psychology. Individual programs have received impressive recognition in other rankings; for example, the Clinical program was rated as 8th in scholarly productivity by Applied Analytics (Chronicle of Higher Education, 2009), 6th in productivity in assessment research (Morey, in press, Journal of Personality Assessment), and 24th in publication productivity (Stewart et al., 2008 Journal of Clinical Psychology); the Industrial/Organizational program was rated as 11th in productivity in top I/O journals (Oliver et al., 2005 The Industrial-Organizational Psychologist). We believe that all of these indicators converge in suggesting that the national recognition of our faculty has continued to increase over the past decade.

2. “faculty have been successful in seeking outside funding”

The report noted that the top faculty members were successful in garnering external support for their research, with research funding doubling within the ten years prior to 2001. The report indicated that this was “an excellent base from which to begin expanding grant activity”, noting that top 30 departments usually expect approximately 75% of their faculty to hold externally funded grants that carry full indirect costs. We have strive to attain this goal; for example, in response to the need for more funded research, the department changed its merit raise guidelines to give greater rewards to grant activity, with proposal submission and grant activity now accounting for 25% of the merit score determination. We have met with good success. Roughly 60% of faculty have held externally funded grants (either as PI or as other Key Personnel) in the past four years, and the total direct costs in these projects totaled over $30 million dollars (see Section VII, Table VII-2 for a listing of these projects).
3. **“top performing senior faculty have been rewarded with competitive salaries”**

We have continued to seek to provide competitive salaries for our top performing faculty, senior as well as junior. Faculty salaries are discussed in more detail in Section VII. In brief, our average salary for Full Professors for 2009-2010 is $123,705, which places us at approximately the 70th percentile among doctoral departments of psychology, according to APA 2009-2010 preliminary data. We fall at a similar percentile for Assistant Professors, although our salaries for Associate Professors fall at roughly the 50th percentile. However, if we seek to attain a status among the top 5% of such programs (which would translate in the Vision 2020 goal of attaining “top 10” status among public universities), we will need to compete successfully against universities paying salaries in the 90th percentile and above.

4. **“quality of the graduate students is good”**

As described in Section V, we have continued to recruit a talented and diverse group of graduate students. Our students are obtaining increasingly prestigious faculty and post-doctoral placements and have won numerous national and local awards and fellowships. However, we currently operate with a total graduate student stipend budget that has remained unchanged since 2005, a situation that has not allowed us to appreciably increase the number or amount of our graduate stipends for several years.

5. **“quality of space in the main psychology building is of good quality”**

For the most part, the Psychology Building continues to provide good quality space for faculty offices and a limited amount of research and training space, although it is an aging structure; for example, we have had noteworthy damage in offices and labs in recent years from burst hot-water/steam heating pipes. We have also added nicely renovated space in the Peterson Building with quality wet-lab facilities for the Behavioral and Cellular Neuroscience group, and space planned for the new Interdisciplinary Life Sciences Building (ILSB), also targeted for the Neuroscience group, promises to be state-of-the-art. However, other laboratory areas (e.g., the Old State Chemistry building) continue to be markedly substandard work areas. Furthermore, as described in detail in Section IX, the quantity of available space is inadequate, and our assignable space is spread across six different buildings on campus—with some investigators required to alternate between three different locations to conduct their studies.

6. **“the department has fared well in the periodic external accreditation reviews of the clinical program conducted by the American Psychological Association.”**

We continue to fare well in the APA accreditation reviews of our clinical program; comments from the site visit team from our recent APA review (2008) described our program as “strong and vibrant”, and the official accreditation letter from APA noted a number of program strengths, including its “highly qualified faculty and administration”. Copies of the site visit report and accreditation letter are provided in Appendix A2.
Weaknesses noted in the 2001 review

1. “Departmental faculty have a notable and extensive recent history of inability to come together to make decisions for the common good of the department as a whole”

The 2001 report described the faculty as unable to work together for the common good of the department, with remarkably low faculty morale. In fact, the reviewers stated that forward movement toward top 30 status was unlikely unless this issue could be resolved. We believe that considerable progress has been made on this front; today’s department is more collegial than the department of 2001 and morale seems significantly higher.

A number of steps were instrumental in this effort. First, after a series of intensive discussions, a comprehensive set of departmental by-laws and policies (described in Section III) were constructed to make explicit the role and obligations of major administrative positions in the department, and the processes by which important decisions in the department were to be made. Second, evaluation policies in the department were carefully evaluated, and explicit guidelines for faculty evaluation were adopted with an articulation of expectations and credit associated with activities such as scholarship, grants activity, teaching, and local and national service; an elected faculty committee was then charged with reviewing faculty portfolios to provide input into merit determinations. Third, a variety of policies were enacted to facilitate faculty development, including a family leave policy to permit reassignment of duties and extensions of the tenure clock following childbirth or adoption; establishing more liberal policies around course release time for research; additional efforts devoted to mentorship and support for junior faculty; and efforts to promote faculty interaction, such as a Collaborative Seed Grant program that provided funding for pairs of collaborating faculty, with priority to these funds targeting those faculty pairings that crossed doctoral program areas, faculty ranks, and novel collaborations.

We feel that the products of this greater sense of shared mission are evident in a number of accomplishments in recent years. We have worked together to make strong, focal hires in areas of promise noted in our previous review. We have come together as a department to commit limited and important departmental resources to advance diversity in the department, including but not limited to the establishment of joint appointments to be shared with the Women’s Studies and Africana Studies programs—positions for which no particular departmental “area” is stipulated. We have addressed significant challenges posed by our limited research infrastructure by establishing shared laboratory resources—not just in the Psychology Building but also in the Peterson Building, Legett Hall, and the Old State Chemistry building. Although this sharing arrangement is often not optimal or even adequate to meet demand, the productivity of our faculty provides evidence that we have been successful in working within this collaborative framework.

A particularly compelling example of this increased spirit of shared mission is found in the evolution of the Sells Library, a formerly underutilized resource that occupied 900 sq. ft. of coveted space in the Psychology Building. Rather than assigning this space to a particular doctoral program or faculty research laboratory, the Department instead came together to develop the Sells Seminar Room, a departmental resource that could serve as a quality venue for external speakers, departmental colloquia and meetings, and graduate and undergraduate
seminars. The process of renovating this resource saw most everyone in the Department—from staff, graduate students, to Full Professors—involved over a period of months; boxing books, disassembling and moving shelving, mailing material to the Akron Psychology Archives, and sorting and reshelving the volumes in the Sells and Fay collections in the new Seminar Room. Today, as a result of the collaborative efforts of virtually the entire department, we have a presentation venue and instructional resource of which other departments are envious—one which is productively used nearly every hour of the week.

2. “Limited space, especially for research laboratories for new faculty hires, is a very substantial problem”.

Space continues to be perhaps the major ongoing problem for the department, one which is more significant now than it was in 2001. These issues are described in more detail in Section IX-A (“Major Challenges”). While we have made some space gains (e.g., allocations of individual rooms in remote buildings) since the last external review in 2001, these have not kept pace with our hiring. We have attempted to address these issues as best we can, most notably with significant use of shared research space whenever possible. However, this strategy has its limits, and it places us at clear disadvantage in recruiting new faculty and retaining current faculty in the Department.

3. “A substantial increment in graduate student stipends and additionally funded research opportunities are required to attract even stronger students”

As described below, we did make substantial increases in our graduate student stipends in response to the external review recommendations, made possible through gradual increases in our base graduate student allocation from the University between 2002 and 2004. Unfortunately, this allocation has remained constant since 2005 (see Section IV), and as a result we continue to lag behind other top tier universities in graduate student stipends. We have been able to offset this to an extent with an increase in our extramural funding profile, but this sets up a potentially undesirable tiered system where grant-funded students may be funded at an increased rate relative to those with Departmental support.

Recommendations noted in the 2001 review

1. Identification of Department Head from among existing faculty.

Since the 2001 review, the Department has had two Department Heads, Steve Rholes (2002-2006) and Les Morey (2006-2010), both selected through internal searches. Because the Department Head position carries considerable responsibility and service obligations, it remains a challenge to recruit internal candidates to the position.

2. Departmental vision should move toward greater selective focus.

The 2001 review indicates that “the department needs to consider seriously whether resources are or will be available to mount six separate high quality doctoral training programs”, noting that the six doctoral areas varied in their likelihood of attaining top tier status. The observations provided by the review team served as an important compass for a number of the hires made since 2001. No training programs were eliminated--the department continues to have six
graduate training programs—but new resources have been provided selectively to those programs with the greatest potential for development. In particular, the department has focused upon hiring in areas noted by the review team as particularly well poised to achieve top 20 status. In that report, three areas were identified as being reasonably well-positioned to move into the top 20 programs in psychology, these being Behavioral Neuroscience, Social, and Clinical. For Behavioral Neuroscience, the summary conclusion was that: “Additional investment in this area would be as cost-effective as investment in any area in the department.” For Social, the reviewers noted: “Because the A&M program is close to national prominence, the addition of 2 new faculty, carefully selected, could move the program in reach of Top 20 status.” With respect to Clinical, the conclusion was: “Were the program’s problem areas to be addressed successfully, it is entirely possible the program could move toward top 20 status nationally.”

To provide a more detailed representation of these focal efforts, Table II-1 provides a comparison of the positions in the department in 2001 and the nature of the hires that have occurred since that review. It is important to note that since 2001 the Department will have added 14 new faculty in full-time positions once current searches are completed.

This pattern of faculty flow reveals that we have made a clear commitment to growth in those areas targeted as particularly promising in our previous review. While we do believe that these selective investments have paid dividends as evident in a number of indicators of success discussed throughout this report, we also take seriously our responsibilities as a land grant university. We are charged with providing instruction and expertise, across the remarkably broad discipline of psychology, to one of the largest universities in the country, in one of the most populous states in the country. Thus, it has been our mission to elevate all areas of the department, in the view that the premier departments of psychology are not those who excel in one or two areas to the exclusion of all others. We believe that Table II-1 illustrates that we have been successful in this effort. Toward this end, we have targeted our hiring to include individuals whose research cuts across traditional boundaries in the department. Examples of such hires include Harmon-Jones (spanning social and neuroscience aspects of affect), Eastwick (spanning social and clinical aspects of intimate relationships), Ditre and Fields (whose health psychology interests span clinical and social), Berry (whose research in selection and assessment spans I/O and clinical areas), Bizon, Geraci, and Balsis (who bring neuroscience, cognitive, and clinical expertise to bear upon issues related to aging), and Miner-Rubino (who bridges social and I/O issues in the workplace). As a result, we believe that all of our doctoral areas are appreciably stronger in 2010 than they were in 2001.
### Table II-1. Faculty flow, Department of Psychology, 2001-2010

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<th>Psychology Area Group</th>
<th>2001</th>
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3. **Department should make every effort to raise graduate stipends to competitive levels.**

We were in strong agreement with the recommendation that graduate stipends be increased in an effort to attract graduate students with better credentials. In fact, the recommendation from the previous review team was probably instrumental in our ability to obtain an appreciable increase in our annual allocation for graduate student funding, which was gradually increased from $391,487 in 2001 to $533,522 in 2005, and we were thus able to raise both the number and the amount of these stipends. Unfortunately, we have not had any increase in our base graduate student allocation since the 2004-2005 fiscal year (see Section IV). Not surprisingly, although we attempt to supplement stipends from sources such as grants or contracts (currently, less than half of our graduate student funding comes from our base allocation), it is once again the case that our stipends (described in Section V) have fallen below competitive levels. Despite this, we have succeeded in recruiting increasingly strong cohorts of graduate students, likely due in part to the increasing national recognition of our faculty.

4. **Examine differential workload expectations for graduate students assigned to the same nominal jobs.**

We have made significant progress in making workload expectations for graduate students more standard, although the different training models in different doctoral programs (e.g., external clinical placements for clinical doctoral students) limits possibilities in this regard. Significantly, our policies have evolved to stipulate that (a) all graduate students supported by departmental funding are expected to participate in the department’s instructional mission, and (b) that graduate students will receive a gradual and supervised introduction to college-level instruction. Thus, the typical instructional trajectory for all students follows a similar path—initial service early in their years in the program as a grader or teaching assistant with limited responsibilities (often in their 1st year), followed by assignment to a single 2-hour teaching laboratory section for our undergraduate Experimental Research Methods or Statistics courses (typically in 2nd and 3rd year), potentially followed by an assignment for primary responsibility for a course—if the student is particularly interested in teaching experience in preparation for an academic career and if the student has received good evaluations in lab sections. We have also made marked changes to our lab sections to standardize the material for both Statistics and Experimental Research Methods, so that graduate instructors cover similar material with similar expectations across different faculty instructors and semesters.

5. **Improve internal system for rewarding faculty success in garnering external funding.**

As indicated earlier, the department changed its merit raise guidelines to give greater rewards to grant activity, with proposal submission and grant activity now accounting for 25% of the merit score determination (the complete guidelines are provided in Appendix C2). This has met with some success, as roughly 60% of current faculty have held externally funded grants (either as PI or as Key Personnel) in the past 4 years, and these projects totaled over $30 million dollars over those four years (see Section VII, Table VII-2 for a listing of these projects). For the four years preceding our last external review (1997-2001), the Department of Psychology generated an average of $1,483,164 per year in extramural grant funding; for the 2006-2010 period, our average annual extramural grant funding was $3,666,501 per year, which is nearly a 250%
increase in grant funding since the last review. It is also important to note that, relative to 2001, our faculty now includes many more recently-hired Assistant Professors who are only beginning to submit proposals.

6. Redressing salary inequities.

As mentioned above, the Department has undergone significant changes in the manner in which salary merit raises are determined, with current practice involving a numerical score comprised of a composite of evaluations performed by the Department Head and by a three-person elected Evaluation Committee. In this process, a number of significant salary inequity issues have been addressed to some extent. However, like many Universities, we are sometimes faced with salary inversion issues, where faculty with a number of years of service to the University make less than the typical starting salary for a beginning Assistant Professor, with market rates for such beginning faculty increasing more rapidly than our annual raise pools. In a few years, we have received a separate pool of funds to deal with equity and retention issues, and we have targeted those funds for use in addressing issues of salary compression that have tended to affect those faculty, particularly productive faculty, who have had longer terms of service.

In the most recent year in which some equity funds were available (2007), the Department Head calculated a regression function to model current faculty salaries in the department as a function of scientific impact (as measured by total citations in the Institute for Scientific Information’s Science Citation Index) combined with years of experience (as measured by years since receiving the Ph.D.), with a square root transformation used with both predictors to correct for positive skew. In the salary regression model, both variables were independently related to salary, with scientific impact carrying greater weight than years of experience, and the correlation between actual salary and that predicted by the model was +.794. As a guide to equity/retention issues, those scores that fell below the regression line (i.e., had a predicted salary that was more than their actual salary, or a negative residual) were viewed as having been most affected by salary compression. Thus, the equity/retention pool was allocated on a directly proportional basis according to the magnitude of the differential between predicted and actual salary.

D. Current Status, Vision, and Plans

1. Current Status, Department of Psychology

The flow of permanent faculty positions within the Department of Psychology during the interval since our last program review in 2001 is documented in Table II-1 above. With recent hires, this fall we will have 43 tenure-track and tenured faculty, with an additional 3 active searches currently in process, in contrast to 33 tenure-track lines in the fall of 2001 during the prior self-study. In addition, we have 4 permanent non-tenure track faculty (in the Clinical or Instructional Professor line), in contrast to 2 in 2001, 1 faculty member in the Research Assistant Professor line, and 6 faculty members in the Lecturer line (vs. 8 in 2001). We were able to add a number of positions through Texas A&M’s Faculty Reinvestment Program, initiated by former TAMU President Robert Gates in 2002, that allowed the University to hire 447 new tenure track faculty in a six year window. Given these important additions, our key priorities are to keep the best people we have, and to renew our faculty with top caliber young and mid-career faculty. Maintaining and enhancing faculty quality requires salary parity with peer institutions, a research
infrastructure commensurate with a top-rated program, and improved endowment funds for professorships and chairs.

Annual salaries for department faculty members (discussed in more detail in Section VII-E) have made gains since 2001 but remain behind of our aspirational peers. Average salaries for Full and Assistant Professors fall at approximately the 70th percentile among doctoral departments of psychology, according to APA 2009-2010 preliminary data, while those for Associate Professors fall at roughly the 50th percentile. Although the relatively low cost of living in College Station can work in our favor, in our recruiting experience we are routinely competing with top tier universities that pay salaries in the 90th percentile and above.

There has been modest progress made in developing an infrastructure to support research-competitive faculty (in calendar year 2009, extramural grants totaled $3,695,316). Core laboratory facilities for the Behavioral and Cellular Neuroscience group have been established in the Peterson Building that includes microscopy, centrifuge, fume hood, and dark room facilities. Also, developmental laboratories have been built in Legett Hall which include observation and play rooms as well as facilities for Near Infrared Spectroscopy (NIRS) and eyetracking studies. Although many of the instruments in these facilities have been funded with federal grants awarded to individual investigators, it is also important to acknowledge that substantial support for this infrastructure has also been provided through start-up packages funded through the College of Liberal Arts and the Vice President for Research. However, we are lacking in certain respects in larger instrumentation infrastructure; for example, there are no human fMRI facilities on campus at present, and our researchers working in cognitive or social neuroscience must travel to use magnets in Houston or Austin for their work.

Growth in infrastructure for funded human subjects research in Clinical, Cognitive, Social, or Industrial/Organizational Psychology has particularly been lacking; at present these areas rely heavily upon shared rather than dedicated laboratory facilities, an approach that allows efficient use of limited resources but limits options for additional productivity. The department has a total assignable space inventory (including all offices, laboratories, advising, and administrative space) of approximately 37,400 net sq. ft. to accommodate the needs of 50 faculty, 80-100 graduate students or research assistants, and 1200-1400 undergraduate majors. This square footage is estimated to meet, at best, roughly 53% of our need according to a recently conducted University space audit.

The Department of Psychology currently has one endowed professorship awarded to the department (the McMillan Professorship of Analytical Psychology, targeted for a Jungian Psychologist and currently held by David Rosen) and one faculty member holding an endowed professorship (the Mary Tucker Currie Professorship, currently held by Jim Grau) that was awarded to the College of Liberal Arts. This number has remained virtually unchanged since 2001, and is a very low number by comparison to national peer departments, given the quality of our faculty. We do have two faculty (Mary Meagher and Winfred Arthur) that hold Cornerstone Fellowships, a time-limited fellowship awarded by the College of Liberal Arts that provides a research bursary. We have no faculty in our department that hold the highest faculty rank in the University, that of Distinguished Professor, despite the fact that we are easily the top securers of extramural funding in our College and we have a number of the most widely cited individuals in our field as faculty members. We feel that our number of chairs and named professorships
should increase to four or five over the next five years to enable us to retain our most productive faculty.

Our graduate programs (discussed more comprehensively in Section V) continue to thrive. Between 2005 and 2009, the Department of Psychology awarded 54 Ph.D. degrees. We have made important strides in the area of funding of tuition, with a major positive change occurring since the last external program review: graduate students funded full-time by the Department now receive full tuition remission, although there remains an appreciable burden of student fees that must be borne by our graduate students from their limited stipends. A number of our students have competed successfully for NSF and NIH predoctoral fellowships, such as NRSAs. We have also made significant gains in the diversity of our graduate students. Examples include an NIH funded training grant, the Texas Consortium Program in Behavioral Neuroscience, targeting graduate trainees from underrepresented groups; more than 20 minority students funded in the past four years through University Diversity Fellowships; and individual externally funded diversity fellowships from sources such as the Ford Foundation and the APA Minority Fellows program. However, we are impeded by graduate student stipends that are well below the range offered by our peers, and our base budget for Departmental graduate student support has not increased since 2005. Appreciable increases in this budget are needed to achieve our goal of quantitative and qualitative gains in enrollment.

Our undergraduate program presents the opportunities and challenges associated with being one of the largest majors in one of the largest universities in the country. Depending on the particular semester, we typically number between 1,200 and 1,400 majors, and instruct 4,000 to 5,000 students per year in Introductory Psychology alone. In Spring, 2010, only Biology/Biomedical Sciences numbered more enrolled majors than Psychology across all Colleges at Texas A&M University; Psychology had nearly 50% more majors than the second largest major (Communication) in the College of Liberal Arts. As described in more detail in Section VI, we strive to provide a quality instructional experience for our majors, but meeting the needs of this large number of students poses a significant challenge.

Our work in teaching and research requires a staff with a range of competencies (detailed information is provided in Section IV). However, our resources for staff support are limited, both in terms of the number of staff available and the salaries offered for these positions. At the same time that our department is growing in terms of numbers of faculty and numbers of grant dollars awarded to these faculty, our staff struggle with an ever increasing administrative burden for addressing issues related to compliance in areas such as fiscal documentation, time and effort reporting, information technology and security compliance, inventory, laboratory and safety compliance, and the like. We have done our best to grapple with costly staff turnover, striving to recognize the competence and efficiency of the staff and their role as important members of the departmental team. In the recent discussions around budget cutback, we emphatically rejected any option involving reduction in force, reaffirming our commitment to staff competence and loyalty. Nonetheless, our staff are too few in number, have too many responsibilities, and are paid too little.
2. Vision

As noted earlier, the Department of Psychology at Texas A&M has only been granting doctoral degrees since 1986, and as such it is a relative newcomer to the ranks of major research departments of psychology. A sustained effort over 25 years has moved the Department from a “no rank” into at least the ranks of the top 50 (US News, 2010) of national programs at public universities, with updated (from 1995) rankings from the National Research Council pending. However, we recognize that each successive step required to move into the “top ten” departments becomes increasingly demanding, as we compete in a dynamic national environment against other departments with similar aspirations. It is clear that the needs for expertise in social, behavioral, and neuroscientific fields continue to grow, and Texas, with the second largest population in the US, must contribute a somewhat proportionate share of scientific manpower and research expertise to this expertise. Texas must have at a minimum two nationally prominent psychology programs, a minimum that can be met by the departments at Texas A&M and University of Texas-Austin. It is important to note that in the past decade, the University of Texas has made an appreciable investment in their psychology program, most notably the completion of the $52 million, 175,000 square feet Sarah M. and Charles E. Seay Psychology Building. Thus, the challenge for Texas A&M is to make a comparable commitment to maintain and further strengthen what has become a strong and vibrant program.

The overarching goal of our program is to enhance the national prominence of our department and its faculty. To accomplish this goal, we seek to recruit and retain the best psychologists; train and mentor graduate students so that they become the next leaders of the field; while also improving the undergraduate learning experience for one of the largest and most popular majors in one of the largest universities in the country. In pursuit of this goal, it is important that our faculty view Texas A&M as the place where they can do their best work. Early in the past decade, we had some senior faculty departures (particularly in Social Psychology), but in recent years we have made very strong hires, typically at the junior and mid-career level, and have had relatively few departures. We believe there have been significant strides made in improving faculty morale and level of loyalty to the program, but we continue to struggle to provide infrastructure support that will enable us to compete against national peers to sustain and increase faculty competitiveness in research and effectiveness in teaching.

Our aspiration is to become a nationally prominent psychology program as well as the State’s premier psychology department. As a state land-grant University, we must strive to provide broad expertise across the fields of psychology, justified by and in support of our large teaching enterprise. For programmatic renewal and growth, we must leverage our efforts with interdisciplinary initiatives with links to disciplines in biology, medicine, business, education, and mathematics as well as other disciplines within liberal arts, such as sociology, economics, communication, or political science. These initiatives have made great progress since 2001, most notably in the area of Neuroscience, which has initiated both an interdisciplinary undergraduate minor as well as an interdisciplinary doctoral program, in which a number of our doctoral students are enrolled. However, these cross-disciplinary efforts are also evident in other areas, such as recent work to establish a Social Sciences Research Initiative within the College of Liberal Arts. Such interdisciplinary research with colleagues in other departments and colleges continues to represent a strength of the department.
3. Plans for FY11-FY15

As noted previously, the Department of Psychology has had significant growth since the last program review in 2001. As a result, the first priority is the development and retention of successful faculty. At a minimum, this effort calls for a salary budget with yearly increases for merit raises and equity adjustments. Of equal importance is the support of the faculty’s research competitiveness, support that is hampered by shortages of space and of base operating funds (see Section IX), which are used to support faculty travel, duplication, telephone, and other fundamental needs. Finally, we continue to strive to improve mentorship of our junior faculty to facilitate their development as successful academics. Our effectiveness in this regard may be evidenced by the fact that we have help develop many very strong assistant professors who were successfully tenured and promoted since the last External Review in 2001, but we must continue our efforts to facilitate the development of junior faculty in an increasingly competitive research and grants environment.

A second important priority involves recruitment of top caliber faculty in future searches. Although the Department has seen appreciable growth in the past five years, we continue to struggle to meet instructional needs of our undergraduate students, both majors and non-majors. If the enrollment of Texas A&M University is to continue to increase, departments most heavily impacted by these increases (such as ours) must add faculty to keep pace. Regardless of our success in procuring additional faculty lines, we will likely need to replace senior faculty over the next five years as a number of currently tenured faculty will be 65 years or older during this interval. We need to aggressively recruit the top candidates in these search pools to continue to build the Department’s reputation. At present, the College of Liberal Arts provides a policy whereby 80% of departing/retiring senior (Full/Associate) faculty salary is returned to departments to fund a replacement, while 100% of junior faculty salary is returned. In practice, this often means that the departure of a Full Professor can be filled (at maximum) by an Associate Professor, while departing Associates or Assistants are filled at the Assistant level. Thus, over the course of the next few years, we will likely be recruiting junior level replacements for senior level departures. Our goal is to fill these positions with promising junior level candidates, in specialty areas that can enhance synergy between existing strengths in the department. However, such hires come at ever increasing cost; recent escalation of standard startup packages at our aspirational peers suggest that startup funds for these multiple hires could total $1.5 to $2.5 million dollars at minimum ($250,000 being a typical minimum package for an assistant professor), and potentially more costly depending upon the specific area of psychology in which these hires are made.

Our recruitment of such promising young faculty has been quite successful in recent years. Our experiences indicate that we have a competitive edge as well as certain liabilities in recruiting. The comparatively low cost of living in College Station and small University town amenities are definite advantages for young families. However, we struggle with research space, diversity and partner placement. Regarding space, we have virtually no room for additional growth with respect to either faculty offices or research laboratories. Diversity is an important but challenging objective on a campus which has only recently begun making inroads in this area. Finally, nearly every hire we have made has presented partner placement complications;
given our location, we have limited options for partner placement outside (and often within) the University. The administration is to be commended for providing assistance on these issues, but the challenges seem to become more pronounced each year.

Other important goals over the next five years include a strengthening of both our graduate and undergraduate programs, and we have a number of plans in place to accomplish these ends (described in more detail in Sections V and VI, respectively). With respect to our graduate program, we see it as essential that we increase the number, the reimbursement, and the quality of graduate students in our program. In our 2001 self-study, we identified a goal of expanding the number of graduate students by nearly 50%. In 2001, we enrolled 61 graduate students in years 1 through 4 of the program; in 2010, the comparable number was 73, a 20% increase that obviously falls short of our 2001 goal. Our ability to reach that goal was impeded by the stagnation of our base University graduate student allocation, an allocation that has remained unchanged since 2005. It is particularly important to note that our success in hiring additional faculty has not been accompanied by corresponding increases in base graduate student monies. Through a number of grants and contracts, our department is able to provide support to appreciably more graduate students than is made available through our base budget. However, these additional sources of funding are unpredictable, and often temporary monies are necessary to provide bridging funds for graduate students. Currently, our flexibility in doing so is limited by our operating budget shortfall (described in Section IV); additional base dollars for graduate students would help alleviate such student funding uncertainties.

In addition to expanding our number of students, it is very important that we increase the amount of our graduate student stipends, but again the lack of increase in base graduate student dollars since 2005 has impeded our ability to do so. As noted earlier, although we have made progress in securing tuition remission for departmentally funded graduate students, there remains an appreciable burden of student fees that must be borne by our graduate students from their limited stipends. Furthermore, as our students have become more successful in competing for national fellowships such as NRSA, Ford Foundation, or APA funded awards, we have run into increasing University bureaucratic complications surrounding eligibility of such externally funded students for tuition remission, health insurance, and other benefits routinely offered to Departmentally funded students—creating an undesirable disincentive for our most ambitious and talented students to seek these prestigious fellowships. We continue to work, with the support of the University, to explore remedies to these contingencies.

With respect to our Undergraduate Program, we continue our efforts to provide a quality grounding in the broad discipline of psychology to a group of majors that is one of the largest in the University, as noted in Section VI. We have focused upon increasing the quality of our core methodology courses (PSYC 203: Statistics, and PSYC 204: Experimental Research Methods), recently expanding these courses to 4-hour courses (with 3 hours of lecture and a 2-hour laboratory) and making both courses writing intensive, with the goal of providing our majors integrated instruction in conceptualizing, analyzing, interpreting, and communicating research questions and results. We also plan to continue refining our efforts to provide intensive, supervised research experiences for our most promising majors. For such particularly promising students, we hope to increase available designated scholarships within the Department; at present, only one such scholarship is available (which is not a permanent endowment) and our efforts to identify potential scholarship donors have had relatively low yield.
Although we have a number of additional goals for our undergraduate program, we particularly hope to increase the quality, rigor, and breadth of our curricular offerings at the upper division level. Specifically, we have been attempting to increase offerings in upper (junior/senior) courses while reducing section sizes. However, as one of the largest majors in the University at ~1,300 students, Psychology faces a significant challenge in simply offering sufficient seats in those upper-division courses that are required for our majors to graduate. The numbers are instructive; in the 2005-2006 academic year, we offered 27 sections of junior/senior courses (not counting Honors or Special Topics courses) at an average of 119 students each, which gave us the largest upper-division section size in the University. In 2007-2008, we offered 39 sections averaging 89 students each; for 2009-2010, we have offered 53 such courses, averaging 85 students each. Thus, although we have nearly doubled our number of upper division sections in the past four years, our efforts to reduce the average size of these courses has met with limited success due to residual and increasing demand.

Such numbers demonstrate that the growth in our faculty size has helped our ability to offer additional sections, but there can be little additional growth without additional space. By next fall, we will have absolutely no laboratory and office space available (i.e., NO vacant or underutilized space) for future faculty hires and expansion of existing research groups. Space allocation and issues are discussed in more detail in Section IX-A; however, in short, we believe that our progress towards our goal of increased national prominence is obstructed more by space issues than by any other single factor. The quantity of available space is inadequate, what we have is scattered across six different building on campus, and the quality of available space varies widely, from excellent to abysmal. Although we have made some incremental space gains (e.g., allocations of individual rooms in remote buildings) since the last external review in 2001, these have not kept pace with our hiring; a current University space analysis provides a preliminary estimate that current space amounts to 53% of needed space. In the next five years, we need revolutionary change in our space situation. A new building dedicated to Psychology would be ideal but may be unrealistic. However, reallocation of an existing building in close proximity to the current Psychology Building (such as the adjacent Nagle Hall, currently occupied by the College of Agriculture; or Beutel Hall, current home to Student Health Services which is eventually scheduled to relocate) could provide major assistance in expanding our research capacity while allowing greater consolidation of our faculty.

The space situation also poses significant issues with respect to research infrastructure and support services. The spread of Psychology research laboratories across six different buildings on campus often requires us to duplicate supportive infrastructure, ranging from fume hoods, microscopy and centrifuge equipment, and animal care requirements for the Behavioral and Cellular Neuroscience program, to interaction and observation rooms for Clinical, Social, and Developmental labs, to networked computer laboratories for Social, Cognitive, and I/O areas. Simply providing IT support to far-flung laboratory groups strains our capacity to support research. However, our issues regarding supportive research infrastructure extend beyond problems associated with space, as our budget for staff positions and operating expenses is remarkably limited. Unlike many Psychology departments, we have no machine or electronics shop capability, instead often relying upon University Physical Plant services that are often slow to respond and remarkably expensive. Aside from student workers who can perform basic tasks such as duplication, there is no secretarial support in the department. Faculty productivity
depends on competent logistical support, but funds for such services are simply not in the department budget.

**E. Summary**

The feedback from the 2001 external review team was insightful and perceptive, and their comments served as a catalyst for a number of important changes in our department. We believe that in numerous respects, we are a much stronger department in 2010 than we were in 2001, and we have worked together as a Department to bring about these changes. We have added a significant number of faculty members, and these individuals (as described in more detail in Section VII) have more than doubled departmental indicators of productivity, such as peer-reviewed publications and success in external funding. However, our supporting infrastructure has not kept pace with these successes; we experience ongoing and increasingly acute limitations related to space, graduate student funding, and staff support. The following sections provide greater detail about our responsibilities, our accomplishments, and our challenges.
III. Administration and Governance

A. Administrative Structure

The Department of Psychology is administered by the Department Head. At Texas A&M, Department heads have broad discretionary powers as to how they conduct departmental affairs. The Department Head is appointed by and 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 organized by a Search Committee comprised of at least three elected members of the Department. The Dean determines whether the search should be internal or external; the last three heads (Wellman, Rholes, and Morey) were selected from the ranks of existing faculty members, and the next Department Head will also be the result of an internal search. After applications are sought through the usual channels, interviews are conducted, which include written position papers and presentations by the candidates, with opportunities to visit with all faculty members, staff, and students. The Search Committee organizes a departmental election to determine the acceptability and ranking of each candidate, with the results forwarded to the Dean; the final choice is at the discretion of the Dean. The Department Head typically receives three months of summer salary.

The departmental administration also provides for an Associate Head, who has primary responsibility for overseeing course scheduling and teaching assignments, graduate student teaching and research assignments, and also overseeing the inventory and maintenance of all equipment owned by the Department. In prior years this position was typically held by a tenure-track member of the department; over the past four years this position was filled by a permanent non-tenure track faculty member in the Instructional Professor line. This shift has served to reduce the service burden on tenure-track faculty while also potentially allowing some continuity in an important administrative position in the department.

Other important administrative positions include Area Coordinators, who coordinate the administrative and educational functions of the six doctoral program areas; the Director of Graduate Studies, who chairs the Graduate Studies Committee and is responsible for the administration of its functions; the Director of Clinical Training, who serves to assure compliance with APA accreditation guidelines and oversees clinical training of students; the Director of the Psychology Clinic, who 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; and the Director of Undergraduate Advising and Honors, a position created in 2006 that provides professional leadership in the Advising Office, prepares proposals related to the enhancement of undergraduate education and curriculum development, interacts with College and University offices regarding admissions, registration, advising, and counseling, and promotes cooperative internships for Psychology majors.

B. Departmental Committees

The following are key standing committees within the Department. Ad hoc committees are formed at the wish of the Head.
Advisory Committee: Serves the Head in an advisory capacity on a regular basis and is also charged with Departmental planning, goals, and assessment. Members include the six Area Coordinators, Director of Graduate Studies, Director of Undergraduate Studies, and the Diversity Coordinator.

Graduate Admissions Committee: Establishes and periodically reviews departmental standards for admission of prospective graduate students; reviews academic records and qualifications of applicants and makes appropriate recommendations to Director of Graduate Studies; reviews progress of probationary graduate students and makes recommendations to Graduate College.

Graduate Studies Committee: Establishes and reviews departmental standards related to graduate instructional programs: periodically reviews departmental policies regarding cumulative examinations, degree programs, student research proposals, and course requirements; reviews faculty proposals for new graduate courses.

Evaluation Committee: Advises and consults with the Head on the yearly faculty evaluation process. Duties include advising the Head on how to rate/interpret yearly faculty evaluation materials, how available merit funds should be distributed among faculty members, equity cases, and special merit cases. 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.

Promotion and Tenure Committee: Reviews instructional/research performances and professional activities of junior tenure-track faculty members; advises Department Head on promotion, tenure, and appointment recommendations. All tenured members of the Department are members of this committee.

Undergraduate Curriculum Committee: Reviews curricula and requirements of undergraduate B.A. and B.S. psychology majors; plans program modifications and improvements.

C. Bylaws

Bylaws for the Departmental governance were drawn up and approved by the faculty in June, 2003 and amended in Fall, 2005. The Bylaws were intended to clarify department policies surrounding the administration of the department, faculty voting privileges, hiring, promotion and tenure decisions, and faculty evaluation. These Bylaws are found in Appendix C1.

In addition, two other important Departmental policies involve our Merit Raise Criteria (presented in Appendix C2) and our Parental and Health-Related Policies for faculty (presented in Appendix C3). The Merit Raise Criteria were adopted in February, 2003 and an addendum to these policies and procedures was approved in May, 2006. These policies were designed to make explicit procedures and criteria for merit determinations. The Parental and Health-Related Policies were adopted in February, 2007, to enhance flexible options to deal with temporary interruptions in normal service.
IV. Budgets

A. Department of Psychology Base Budget Allocation

The budget for Psychology is comprised of dollars from numerous sources. Key to the operation of the Department is a base allocation known as the “Gold Plate” budget allocation, which refers to the recurring amount of money that is appropriated by the University and College to the Department; this serves as the base budget for the Department each year. The base allocation to the Department of Psychology for the current 2009-2010 fiscal year totals $5,163,749, with $4,258,099 for faculty salaries and $533,522 for graduate student support. For purposes of comparison, Table IV-1 provides base budget numbers (including graduate student support) for three other large Departments in the College of Liberal Arts (Economics, English, and Political Science) and three large Departments in the College of Science (Biology, Chemistry, Physics). This Table reveals that of these departments, Psychology is clearly one of the largest majors, but has the smallest annual base budget and one of the smallest base allocations for graduate student support.

Table IV-1. Base “Gold Plate” Budgets for 7 Departments in the Colleges of Liberal Arts and Science

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>Total Department Budget</th>
<th>Faculty, Staff &amp; Operating</th>
<th>Graduate Student Allocation</th>
<th>Number of Tenure-track faculty, FY10</th>
<th>Number of Undergraduate majors, S’10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology</td>
<td>$5,163,749</td>
<td>$4,630,227</td>
<td>$533,522</td>
<td>39</td>
<td>1,183</td>
</tr>
<tr>
<td>College of Liberal Arts comparison departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>$6,135,493</td>
<td>$4,983,472</td>
<td>$1,152,021</td>
<td>57</td>
<td>640</td>
</tr>
<tr>
<td>Political Science</td>
<td>$5,742,647</td>
<td>$5,174,391</td>
<td>$568,256</td>
<td>48</td>
<td>763</td>
</tr>
<tr>
<td>Economics</td>
<td>$5,181,309</td>
<td>$4,653,259</td>
<td>$528,050</td>
<td>30</td>
<td>425</td>
</tr>
<tr>
<td>College of Science comparison departments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>$6,870,647</td>
<td>$6,053,040</td>
<td>$817,607</td>
<td>51</td>
<td>1,222</td>
</tr>
<tr>
<td>Physics</td>
<td>$8,124,017</td>
<td>$7,414,172</td>
<td>$709,845</td>
<td>58</td>
<td>116</td>
</tr>
<tr>
<td>Chemistry</td>
<td>$11,187,407</td>
<td>$9,529,896</td>
<td>$1,657,511</td>
<td>53</td>
<td>229</td>
</tr>
</tbody>
</table>

B. Base Budget Categories

The distribution of budget categories within our base budget over the past five years is presented in Table IV-2. This Table reveals that the largest budget category (by far) is designated for salaries for permanent faculty; for the current FY 2009-2010, these salaries account for 82.5% of our base budget. The next largest budget category is graduate assistants, with other amounts being dedicated to staff salaries and departmental operating expenses. The budget for operating expenses must support, among other items, copying expenses, phone, equipment, maintenance and repair, search committee and prospective faculty expenses, speaker fees, computer and office supplies, and funds for travel and research. For the past several years, all faculty have received support for participation at one conference ($800) and for miscellaneous research expenses ($550). Participation at international conferences may also be supported by the College of Liberal Arts. All faculty members are provided with office computing equipment through
participation in the University’s Faculty Workstation Program, which provides a new computer every 3 years.

Table IV-2: Distribution of base budget categories in the Department of Psychology over five years.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty salaries</td>
<td>$3,721,800</td>
<td>$4,025,666</td>
<td>$4,159,872</td>
<td>$4,258,099</td>
<td>$4,258,099</td>
</tr>
<tr>
<td>Staff Salaries</td>
<td>275,127</td>
<td>284,411</td>
<td>292,065</td>
<td>305,394</td>
<td>305,394</td>
</tr>
<tr>
<td>Graduate Student allocation</td>
<td>533,522</td>
<td>533,522</td>
<td>533,522</td>
<td>533,522</td>
<td>533,522</td>
</tr>
<tr>
<td>Operating expenses</td>
<td>80,000</td>
<td>80,000</td>
<td>80,000</td>
<td>66,734</td>
<td>36,734</td>
</tr>
</tbody>
</table>

The distribution presented in Table IV-2 makes it evident that the proportion of department funds available for support staff and for basic operating expenses is uncomfortably small with respect to operating a department of our size. We face a perennial shortfall of funds to meet the basic operating expenses of the Department. This shortfall impedes our ability to recruit new faculty, our ability to invest in developing the careers of newly hired and existing faculty and then retain these faculty, our ability to compete with other institutions for top tier graduate student applicants, and our ability to provide the highest quality instructional experience for our undergraduates.

These problems became particularly acute after the Psychology Department experienced a $194,336 budget reduction in 2004-2005, a reduction which helped partially fund the University Faculty Reinvestment Program that provided many of the positions we have been able to add to our faculty since 2001. The situation has been exacerbated by recent plans for a statewide 5% budget reduction that will further reduce our base operating expense budget to $36,734 for the 2010-2011 fiscal year. Our base operating funds fall far short of meeting actual operating expenses, which have steadily increased since the FY04 budget reduction despite the implementation of a number of cost-saving efforts. For example, over the past five years our actual operating expenses have ranged from $250,211 to $433,174. Obviously, the Department cannot meet operating expenses with base monies, even with cost-cutting efforts that have curtailed a number of important activities such as departmentally supported colloquium speakers (impeding our ability to bring high profile speakers to campus and thus losing opportunities to increase our visibility).

For several years, we have thus had to rely upon “temporary funds” to operate the department. The largest source of these temporary funds comes from vacated faculty lines; we have thus used salary savings from these vacant positions to make up for operating expense shortfalls, providing a fiscal disincentive to fill the very positions needed to accomplish our central mission. This shortfall also presents challenges in assembling startup packages that are competitive with those from aspirational peer institutions, despite significant help from the College and University, because of the scarcity of base dollars available to commit to these packages. We also have very limited resources with which to support externally funded investigators, with examples including bridging funds, renovations, or other cost-sharing efforts. These are but a few of many examples. Unfortunately, our currently skeletal budget for staff and operations, given the costs of operating a department of this size, presents numerous obstacles to our efforts to develop this department into one of the premier psychology departments in the country.
C. Salary Range Listings

Detailed data for faculty salaries are presented in Section VII, Table VII-5. In brief, our average salary for Full Professors for 2009-2010 places us at approximately the 70\textsuperscript{th} percentile among doctoral departments of psychology, according to APA 2009-2010 preliminary data. We fall at a similar percentile for Assistant Professors, although our salaries for Associate Professors fall at roughly the 50\textsuperscript{th} percentile. Since the 2001 external program review, we have had a 44\% increase in our average salary for Full Professors, a 46\% increase for Associates, and a 38\% increase in our average Assistant Professor salary.

Salary information on staff positions in the Department of Psychology is presented in Table IV-3. In many instances, our staff salaries are not competitive with comparable positions in industry, and as a result we have experienced costly staff turnover during the past decade, a situation that has only recently begun to stabilize.

The support staff provides services in four main areas. Our \textit{Accounting} staff includes a Business Administrator I that serves as the chief financial officer and staff supervisor for the department, as well as a Business Associate II and a Business Assistant II who provide accounting, payroll, and reimbursement services. \textit{Clerical} support staff include the Department Executive Secretary, a Senior Secretary in the front office, a Senior Secretary in the Clinic (75\% time), and a Graduate Admissions Supervisor (62.5\% time). These staff provide a variety of services, including reception, duplication, cash management (for clinic fees, key deposits, etc.), application coordination, promotion portfolio preparation, etc. The \textit{Advising} office includes an Academic Advisor II and Academic Advisor I who, in conjunction with our faculty-level Director of Undergraduate Advising, provide all advising, admission, and transfer services to our \textasciitilde1,300 majors. Finally, our \textit{Information Technology} staff includes a Senior Microcomputer/ LAN Specialist and a Senior Information Technology Associate; these two individuals are responsible for maintaining all departmental network and server services, departmental classroom video equipment, and roughly 600 faculty, graduate student, classroom, and laboratory workstations. It is important to note that despite considerable faculty growth over the past decade, we have had minimal growth in our budget for staff positions; since 2001, we have added a second Advising position as well as a second IT position (the latter funded 90\% through course fees). We have more financial accounts than any other department in the College and a far more complex financial operation to manage than most departments, but we have had to manage these complexities with no growth in accounting or clerical staff support in the past decade.

\begin{table}[h]
\centering
\begin{tabular}{|l|l|l|l|l|l|}
\hline
\textbf{Category} & \textbf{Number of staff} & \textbf{Median salary} & \textbf{Minimum} & \textbf{Maximum} & \textbf{Funding Source} \\
\hline
Accounting & 3 & $25,815 & $20,483 & $74,024 & 100\% Dept. Base \\
Clerical & 3.375 & 25,296 & 21,193 & 28253 & 100\% Dept. Base \\
Advising & 2 & 33,340 & 30,801 & 35,880 & 100\% Dept. Base \\
Information Technology & 2 & 37,250 & 32,000 & 42,500 & 38.5\% Dept. Base, 61.5\% Course fees \\
\hline
\end{tabular}
\caption{Descriptive information for staff salaries by category, Department of Psychology}
\end{table}

Note: Part-time staff salary figures prorated to full-time for descriptive statistics.
V. Graduate Program

A. Doctoral Program Areas

1. Behavioral Neuroscience

The Behavioral and Cellular Neuroscience (BCN) area is composed of 8 tenure-track faculty (5 Professors, 2 current Assistants newly-promoted to Associate Professors, 1 Assistant Professor), with a 9th (Federico Bermúdez-Rattoni, Professor) to arrive in Fall 2010. In addition, there is 1 Research Assistant Professor (Michelle Hook), whose salary is fully grant-supported, who contributes to research, teaching, and mentoring in the area and Department in important ways. Importantly, there is also currently an open search for a new senior BCN faculty member targeted toward an individual with an exceptional publication and funding record and international reputation.

Research by BCN faculty falls into two overlapping areas of concentration: 1) learning and memory, plasticity, and recovery from injury, and 2) drug addiction and motivated behavior. These research areas are reflected in the undergraduate and graduate course offerings by BCN faculty, which include Physiological Psychology, Psychology of Learning, Neuroscience of Learning and Memory, Biological Basis of Psychiatric Disorders, Health Psychology, Psychopharmacology, and Drugs and Behavior. BCN faculty currently supervise and mentor 20 graduate students and 3 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 newly-created Neuroscience PhD program.

The BCN area is currently very well-funded, with faculty holding (as PI) six NIH R01 grants and one NSF grant totaling approximately $1.5 million in direct costs/year, as well as co-I status on other grants bringing an additional $100,000/year. This level of funding is reflected in a high rate of publication productivity, averaging 6.5 papers/faculty member listed on PubMed in 2008-2009. BCN graduate students have also maintained a strong record of extramural funding; in the last 5 years, BCN students have been funded through 2 NSF Graduate Research Fellowships and 4 individual NRSAs, and 6 students have been funded through a T32 Minority Training Grant shared with the University of Texas at Austin. Upon graduation, BCN students in the last 5 years have obtained post-doctoral positions at institutions such as UC San Francisco, UC Irvine, Yale, University of Pittsburgh, and Medical University of South Carolina. BCN faculty have also been leaders in establishment of Neuroscience as a University Landmark Area, including the creation of the Neuroscience PhD program. Finally, BCN faculty have a strong service record, with memberships on the editorial boards of such journals as Behavioral Neuroscience, Hippocampus, and Neurobiology of Aging, several federal grant review panels, and leadership positions in the American Psychological Association. Despite this record of success, the BCN area faces challenges that impede further growth. As the program has matured, there needs to be a greater emphasis on graduate and postdoctoral training. Funds are needed to support competitive stipends and to facilitate postdoctoral training opportunities. Additional growth also requires continued hiring, with the aim of securing two new assistant professor lines over the next 5 years. In combination with the movement of some faculty to the Interdisciplinary Life Sciences Building, we will have the space needed to maintain growth. Progress made since the
last program review demonstrates how an investment in BCN has returned a strong dividend to both the University and the Department of Psychology.

2. Clinical

The Clinical program espouses a scientist-practitioner model integrating the full range of research, teaching, and applied skills in training doctoral students. This perspective views research and applied skills as interwoven rather than as two discrete sets of skills. As a result, our graduates acquire the foundation for pursuing a strong clinical scientist career in an academic or research setting, as well as a robust clinician scholar career in a medical or other training institution or serving in an administrative role in a service delivery agency.

The doctoral program in clinical psychology at Texas A&M University 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, and most recently in 2008. The program benefits from strong faculty and graduate students. Among our clinical faculty, 69% have received national awards or honors, 77% serve on editorial boards of scientific journals, 77% have received extramural research grants, 31% have served on NIH or NSF grant review panels, and 46% hold Fellow status in APA or comparable professional societies. As noted previously, two independent reviews based on objective indicators of scholarly productivity have ranked the clinical faculty 8th in overall scholarship and 24th in median number of publications per faculty member. Collectively, our current graduate students and those graduated since 2001 have produced 267 scholarly publications and 515 papers presented at professional meetings.

The most recent APA accreditation review (presented in Appendix A2) noted several strengths of the Clinical program, including “a highly qualified faculty and administration”, the “level of collegiality”, an “impressive record of graduate student presentations and publications”, and the “long-term, systematic efforts to attract diverse faculty and students.” Perhaps the only negative item cited by the site review team was the lack of adequate space, as the report noted that “limited research space is a salient issue” for the program. In our narrative response to the accreditation report, we were asked to “report on the viability of plans for construction of a new Psychology Building.” In this responses, we acknowledged that there was limited momentum toward securing a new Psychology Building, but the past Dean of Liberal Arts, Dr. Charles A. Johnson, did affirm his expectation that the College of Liberal Arts “will continue to make the case that Psychology requires more space to support increased numbers of faculty and students, as well as to house larger grants.”

3. Cognitive

The Cognitive Psychology faculty consists of two full professors, two associate professors (including Dr. Teresa Wilcox, whose research is in cognitive development), two assistant professors, and two instructional assistant professors. The Ph.D. program in Cognitive Psychology seeks to educate and train students interested in pursuing research and teaching careers in cognitive psychology at the very highest levels of academic scholarship, providing an integrated approach to the study of higher-order cognition. The program offers training in a wide range of both theoretical and applied research areas in cognitive psychology, including categorization & concepts, cognition & aging, cognitive neuroscience, computational modeling,
Faculty research interests include inductive reasoning, word and object recognition, cognitive and neuropsychological aspects of bilingualism, figurative language processing, humor perception, implicit memory, context-dependent memory, blocked, false & recovered memories, memory & metacognition in the classroom, memory for unusual events, memory & aging, concept learning, knowledge representation, inductive reasoning, decision-making as a function of motivational states, plasticity in cognitive functions, near-infra-red spectroscopic (NIRS) neuroimaging, creative problem solving, and creative engineering design. Faculty serve as editors and on editorial boards of journals, and have received federally funded research grants from the National Institutes of Health, National Institute of Mental Health, National Institute on Aging, and National Science Foundation, in addition to funding from various on-campus organizations.

Collaboration and communication of their research ideas has been a hallmark of the Cognitive faculty. Faculty and graduate students collaborate with others in Computer Science, Digital Humanities, Educational Psychology, Economics, Engineering, Hispanic Studies, International Studies, Linguistics, Neuroscience, Philosophy, and Women's and Gender Studies. Many collaborate with colleagues at other universities in the U.S., and at universities in Australia, France, Spain, Korea, Canada, Taiwan, and India. Members of the Cognitive faculty have been invited to speak about their research throughout the U.S., and in France, Spain, England, the Netherlands, Germany, China, South Korea, and Japan. The Cognitive area has hosted visiting Fulbright Scholars and other scholars from India, Poland, France, Spain, and Israel.

The Cognitive Psychology area has had a solid record of research publication, and a very strong record of collaborative research within the department, the university, as well as nationally and internationally. The program does face certain challenges in its mission of enhancing its national prominence. First, although some have made good strides in terms of connections with neuroscience, there is a need for a stronger cognitive neuroscience presence and course coverage. It is also recognized that the area needs to increase its number of federally funded grants, which would likely both increase productivity and support additional graduate students. Finally, as with the department in general, a major challenge involves the lack of laboratory space; although the area’s faculty and students run thousands of subject hours every semester in experiments, their labs are confined to a very small set of rooms, and some faculty members do not even have dedicated lab space, relying solely on shared space for research.

4. Developmental

The primary mission of the Ph.D. program in Developmental Psychology is to educate and train students for academic careers in research and teaching in psychology. The program maintains a
close working relationship with the Cognitive Psychology program but also interacts regularly with other faculty within and outside of the psychology department.

Current areas of research focus on perceptual and cognitive development in infancy and childhood, and including topics such as object perception, physical reasoning, categorization, language, learning within the social context, neural systems, and sex differences. In addition, because developmental issues are central in many in many areas of psychology, we maintain close collaborative ties with faculty in other programs within our own department, such as cognitive, clinical, and social, as well as faculty from other departments, such as Educational Psychology and Health & Kinesiology. This provides students with the opportunity to engage in interdisciplinary developmental research and facilitates breadth in training opportunities. The faculty in our program have received grants from major federal agencies and private foundations and regularly publish in leading journals in the field.

Students in the developmental program have access to the developmental labs, consisting of a reception area for parents and children, several testing rooms, and areas for data coding and analysis. The testing rooms are equipped with computers, video equipment, and specialized equipment for specific methodologies, such as eye-tracking and near-infrared spectroscopy, in infant and child development.

5. Industrial/Organizational

The Industrial/Organizational (I/O) program currently has 5 full-time core faculty members, 3 affiliated faculty members (faculty members who choose to associate with our program), and 22 students. The goal of the I/O psychology area is to enhance our national reputation as a center of scholarly excellence in I/O psychology and to become a nationally recognized top-10 I/O program. To this end, we conduct high-quality basic and applied research via intense faculty and student collaborative efforts. Our students receive extensive training in quantitative methods and analyses preparing them to conduct and evaluate I/O psychology research. We 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. Recognizing the value of the scientist-practitioner model, our graduates are qualified for positions in academic settings, research organizations, government agencies, corporations, and consulting firms. The intent is to maintain the flexibility necessary to allow students to pursue careers in either academic or industrial settings. In 2000-2009, we placed 40% of our graduates in academic programs including positions at Rice University, DePaul University, and Kansas State University.

Over the years, the program has improved in quality, visibility, and productivity. It was ranked 11th in productivity in three different sets of rankings: (1) Research productivity of I/O psychology doctoral programs in North America (Oliver, Blair, Gorman, & Woehr, 2005, The Industrial–Organizational Psychologist, 43 [1], 55-64); (2) The top I/O psychology doctoral programs of North America (Gibby, Reeve, Grauer, Mohr, & Zickar, 2002, The Industrial–Organizational Psychologist, 39 [4], 17–25); and (3) Institutional representation in the SIOP program: 1995-2000 (Payne, Succi, Maxey, & Bolton, 2001, The Industrial–Organizational Psychologist 39 [1], 53-60). Additionally, Winfred Arthur, Jr. was ranked 12th in the top 100 of most published authors in Journal of Applied Psychology and Personnel Psychology (the most
prestigious journals in I/O psychology) during the 1990s (Ones & Viswesvaran, 2000, The Industrial-Organizational Psychologist, 37 [4], 26-32). Further, Ludy Benjamin, Jr. has received numerous teaching awards including a Fasken Chair in Distinguished Teaching (2000-2005) and the Presidential Professor of Teaching Excellence (2003).

Some challenges that impede our ability to grow and achieve the next level of prominence include space, graduate student stipends, and faculty lines. The program has a very small amount of dedicated space to devote to research studies. This includes small rooms for laboratory studies as well as classroom configured spaces for survey research. Further, the department has an insufficient number of classrooms to hold all of the graduate level seminars, guest speaker colloquia, and webcast viewings, all of which enrich our graduate students’ education. In addition, the level of the graduate student stipends makes it difficult for us to succeed in attracting the most competitive applicants to our program. Finally, an additional quantitative faculty member and I/O faculty member would enhance the number of classes and mentoring we provide to our students.

6. Social

The Social area is composed of 8 tenure-track faculty (2 Professors, 1 Assistant Professor who will be Associate Professor in Fall 2010, 4 Assistant Professors, and 1 Assistant Professor who will be joining us in Fall 2010 and who is half-time with the Africana Studies Program). In addition, there is currently an open search for a new junior Social faculty member and another unfilled associate-level position that was set aside this year, due to a state-mandated budget cut. The social faculty are experts in broad domains of social psychological processes including emotion, motivation, social cognition, social neuroscience, self-regulation, attitudes and stereotyping, interpersonal relationships, human evolution, well-being, substance use and abuse, coping, and judgment and decision making. Social area faculty currently supervise and mentor 10 graduate students and dozens of undergraduate students in their laboratories.

Although the Social area is composed of mostly new assistant professors, it is well-funded, with faculty currently holding 3 NSF grants as well as co-I status on 2 other grants (1 from NSF and 1 from NIMH). The area also is productive in publications, with an average of 9 peer-reviewed publications per faculty member in 2008-2009, as listed in ISI's Web of Science. The Social area faculty also have a strong service record, having an associate editor at Emotion and with memberships on editorial boards of such journals as Journal of Personality and Social Psychology, Journal of Experimental Social Psychology, Personality and Social Psychology Review, Psychological Science, Cognition and Emotion, and Journal of Happiness Studies.

The Social area is relatively young but very promising. Retaining the faculty who have been recently recruited will be of utmost importance for the Social area in the near future. As is true of the department as a whole, the Social area is in dire need of more lab space to accomplish research. In addition, given the increasing importance of social neuroscience in the field, the area needs infrastructure support, such as equipment for functional magnetic resonance imaging (fMRI). Finally, the Social area needs to increase its number of graduate students, both by increasing the number of offers to prospective graduate students and increasing the amount of the stipend offered. This year, the department granted the Social area the ability to make offers to a disproportionately large number of students, but the stipends remain low.
B. Student Demographics

In Fall, 2009, the Department of Psychology had 94 graduate students, including two students on internship and nine not in residence. Based on program areas, these students may be divided as 26 in Clinical, 21 in Behavioral and Cellular Neuroscience, 10 in Social, 24 in Industrial/Organizational, 10 in Cognitive and 3 in Developmental. The demographic composition of the graduate student body in Fall, 2009 is shown in Table V-1. As is not unusual in psychology programs, about two-thirds of the students are female. About 25% are under-represented minorities (African- and Hispanic-Americans); our numbers in these categories exceed national trends as shown in the 1998 NSF survey for doctoral study in psychology. Despite these successes, a continuing goal for the department is to maintain or increase the percentage of students who are under-represented minorities. The Office of Graduate Studies offers Diversity Fellowships and the department has been very active in applying for these Fellowships; the department has usually been awarded six of these fellowships every year, but we have had varied success in attracting these students.

Table V-1.  Demographic composition of graduate student body

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>European-American</td>
<td>38</td>
<td>23</td>
<td>61</td>
</tr>
<tr>
<td>African-American</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Hispanic-American</td>
<td>14</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Asian-American</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>International</td>
<td>3</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>64</td>
<td>30</td>
<td>94</td>
</tr>
</tbody>
</table>

C. Statistics: Admission/Enrollment/Degrees Granted

Although there is variability from year to year, the department has typically received between 250 and 350 applications for the doctoral program in recent years. Typically, about half of these applications are to our Clinical program, with I/O and Social typically comprising the next largest categories. Table V-2 provides description statistics on the application pattern since 2002 and the qualifications of our enrolled students. Except in very unusual circumstances, the number of applicants who accept our offers is the same number who enroll the following fall. In recent years, we have been attempting to gradually increase our incoming classes to meet the needs of our expanding faculty and undergraduate instructional demands.

Table V-2. Yearly averages for applications and admissions to graduate study in Psychology

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Admits</th>
<th>Accept</th>
<th>% Accept</th>
<th>Mean GPA</th>
<th>Mean GRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>203</td>
<td>33</td>
<td>17</td>
<td>51.5%</td>
<td>3.81</td>
<td>1136</td>
</tr>
<tr>
<td>2003</td>
<td>298</td>
<td>35</td>
<td>16</td>
<td>44.4%</td>
<td>3.72</td>
<td>1167</td>
</tr>
<tr>
<td>2004</td>
<td>254</td>
<td>24</td>
<td>15</td>
<td>62.5%</td>
<td>3.71</td>
<td>1194</td>
</tr>
<tr>
<td>2005</td>
<td>267</td>
<td>36</td>
<td>22</td>
<td>61.1%</td>
<td>3.62</td>
<td>1234</td>
</tr>
<tr>
<td>2006</td>
<td>291</td>
<td>19</td>
<td>12</td>
<td>63.2%</td>
<td>3.70</td>
<td>1207</td>
</tr>
<tr>
<td>2007</td>
<td>308</td>
<td>32</td>
<td>15</td>
<td>46.9%</td>
<td>3.71</td>
<td>1287</td>
</tr>
<tr>
<td>2008</td>
<td>369</td>
<td>42</td>
<td>22</td>
<td>52.4%</td>
<td>3.72</td>
<td>1254</td>
</tr>
<tr>
<td>2009</td>
<td>259</td>
<td>41</td>
<td>24</td>
<td>58.5%</td>
<td>3.80</td>
<td>1146</td>
</tr>
</tbody>
</table>
D. Disposition of Enrolled Graduate Students

Table V-3 provides a summary of the trajectory of graduate students admitted since the last external review in 2001. A total of 35 (23%) of these students have completed their Ph.D., and another 86 (56%) are currently enrolled and in good standing in the program. Eight students (5%) transferred to a different university, typically to accompany a departing faculty member. Finally, 25 (16%) students withdrew, either after or prior to completing a Master’s degree. Those students who left without a degree did so for a variety of reasons, including illness and lack of interest in their program. In some cases, students were “counseled out” as unsuitable for their program. Students who left after the masters also did so for a variety of reasons, particularly family reasons. In two cases, the students were not recommended for continuation into the doctoral program.

Table V-3. Disposition of entering Psychology doctoral students, 2001-2009

<table>
<thead>
<tr>
<th>Entering year</th>
<th>#</th>
<th>No degree</th>
<th>MS only</th>
<th>Other program</th>
<th>Ph.D.</th>
<th>Currently Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>16</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>17</td>
<td>1</td>
<td>3</td>
<td></td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>2003</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td></td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>2004</td>
<td>14</td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>2005</td>
<td>22</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>2006</td>
<td>12</td>
<td>1</td>
<td></td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>2007</td>
<td>15</td>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>2008</td>
<td>19</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>2009</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Totals</td>
<td>154</td>
<td>13</td>
<td>12</td>
<td>8</td>
<td>35</td>
<td>86</td>
</tr>
</tbody>
</table>

E. Time Required to Obtain a Degree

Table V-4 describes the time from when students entered the psychology program until the year the Ph.D. was conferred for students completing their degrees within the past five years. All students are enrolled beginning in the fall semester, but the year of graduation could represent a May, August, or December graduation. Between 25-30% of incoming students come in with a Masters degree from another institution, but in most cases repeat some of the coursework, usually the statistics sequence and required courses in their own area. Data for students in the Clinical program are indicated separately as time to degree for these students includes a one-year internship. An alternative manner of presenting the modal time to degree completion is shown in Figure V-1, which demonstrates that a majority of students are in residence for five years.

Table V-4. Years to completion of Ph.D., Department of Psychology

<table>
<thead>
<tr>
<th>Year of Graduation</th>
<th>All programs</th>
<th>Clinical</th>
<th>Non-clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>5.5</td>
<td>6.2</td>
<td>4.4</td>
</tr>
<tr>
<td>2006</td>
<td>6.3</td>
<td>6.9</td>
<td>5.2</td>
</tr>
<tr>
<td>2007</td>
<td>4.8</td>
<td>5.0</td>
<td>4.7</td>
</tr>
<tr>
<td>2008</td>
<td>5.8</td>
<td>5.6</td>
<td>6.0</td>
</tr>
<tr>
<td>2009</td>
<td>6.6</td>
<td>5.6</td>
<td>8.5 *</td>
</tr>
</tbody>
</table>

*Includes one student who took 14 years.
Figure V-1. Frequency distribution of time to degree, 2005-2009 Ph.D.s

F. Recruitment and Admissions Procedures

Initial recruiting efforts are generally informal, with faculty meeting with undergraduate students at conferences and colloquia at other universities. The applicant pool is usually between 250 and 350, with between 40 and 50 under-represented minority applicants. Our application deadline is December 15, although later applicants may be considered. Applications are on-line and difficult for individual faculty to access, so applications materials are printed out and organized in the department. Following the winter break, each area identifies an outstanding student to be nominated for a Merit Fellowship (see the section on Financial Support), followed in the next several weeks by identification of students most likely to be admitted (depending on the outcome of interviews). All applications are reviewed by at least one faculty member (i.e., we do not use a GPA/GRE formula to exclude students). Students are admitted by program, usually based on grades, GRE scores, research experience, and research match to particular faculty.

Our recruitment efforts focus on students who have been identified as promising based upon these review criteria. Such students are typically invited to interview; a small number have their travel expenses covered, using travel monies from the Office of Graduate Studies, the Dean's office and departmental funds. Students may also choose to have a phone interview. Specific procedures vary by area; typically, interviewees have not yet been accepted, but are considered likely to be accepted. Clinical invites about 20 applicants a year to interview for 5-6 positions; in most cases other areas invite one or two more than they might accept, while I/O interviewees have usually already been accepted before visiting campus.
Interviewees are housed with current graduate students, and food is provided by the department. Although each Ph.D. training program (e.g., clinical, cognitive) develops its own schedule, some of the experimental programs (e.g., BCN and Cognitive) bring their students at the same time, and hold social functions jointly. All visits included tours of relevant facilities, and interviews with current students and faculty. Following the interviews, each area decides which students to admit; a departmental committee, consisting of one faculty member from each area, then votes on final admissions determinations.

G. Advisement and Counseling

All new students come to campus one week before classes begin (most students actually arrive in town a week or more before that, with many already working with their major advisors before the semester begins). At this time they are registered for classes, (after consultation with program heads), participate in TA training, and complete relevant paperwork. They meet with the Graduate Advisor for a one-hour seminar each week in the fall semester, to introduce them to current issues in psychology, including ethical issues such as conduct of research. All students have a major advisor by the end of the first semester (most have one when they arrive). All students are now required to work on a first year research project; they give a progress report at the end of the first semester to the first year seminar, and present it to the Department in October of their second year. The Graduate Advisor meets with first year students individually during the second semester and summer to discuss degree plans and steps necessary to complete the Masters degree. In addition, the Graduate Advisor meets with students and faculty in program areas (e.g., clinical, I/O) to go over relevant University graduate school requirements. After the first year, most advising is done by the major advisor and committee.

H. Graduate Tuition and Fees

The university requires that graduate students in residence register for 9 hours per semester to be considered full-time students. Students who are funded as departmental teaching or research assistants have 9 hours of tuition paid by the Office of Graduate Studies; faculty who support students on grants are asked to write tuition costs into their grants. Graduate students who are funded in these ways are considered in-state residents and any additional hours (above 9) are charged at the in-state tuition rate (currently about $222 per credit hour), which has been increasing every year. Students in I/O and clinical take “extra” hours their first year, so this is a significant cost to them. Clinical students on externally funded clinical placements do not have their tuition paid by the Office of Graduate Studies. The College of Liberal Arts has provided Graduate Enhancement funds in the past, which can be used for a variety of purposes, but almost all the funds allocated to Psychology have gone for covering tuition for those clinical students supported by external placements.

A significant problem for almost all graduate students on departmental slots is required fees, which have also been increasing and are not covered by the University. The current cost to students is about $1100 per semester, if the student is registered for 9 hours. Students supported on grants may have their fees paid by the grants.
I. Graduate Stipends/Financial Support

All entering graduate students receive financial support; the letter of acceptance provides for four years of support, as long as the student remains in good standing. Almost all students will receive funding for a fifth year, if necessary and if funding is approved by the program area (based upon the student’s satisfactory progress). Forms of financial support include departmental assistantships, fellowships, grant support, and clinical placements. Students who receive departmental assistantships also receive medical coverage under the University’s health plan. Currently, most incoming students are funded through fellowships or departmental assistantships. In addition, we will typically fund all graduate students for at least 1.5 months for the summer, with students involved in summer teaching, grants, or clinical placements typically being funded for 3 months during the summer.

Departmental assistantships are awarded as pre- or post-Masters. Monthly stipends for pre-Masters are $1,207/month, while post-Masters are $1,296/month. These stipends have not increased since 2005, which was the last time that there was an increase in the base graduate student allocation to the Department. Our experience suggests that these base stipend amounts place us at a competitive disadvantage in recruiting graduate students against our aspirational peers. We attempt to increase these base stipends in a number of ways, including through application for University-wide competitive fellowships. Students on Fellowships and grants are funded at higher levels, ranging as high as $25,000 for 12 months for Merit Fellowships (1 year of support) or $20,500 for 12 months for Diversity Fellowships (3 years of support). A small number of incoming students may receive a one-time only supplement of $3000, from Regent’s Fellowships or Lechner Fellowships. More advanced students are encouraged to apply for external funding, including NRSAs, APA Minority Fellowships, Ford Foundation Fellowships, and NSF Fellowships, and students have been successful with all of these programs in recent years.

There are a number of problems with our current situation in the funding of graduate students. First, depending upon source of funding, there can be wide discrepancies in the amount of funding for students at the same level, with some students potentially making double what other students receive. Second, most of the University sources of supplemental funding are time-limited. The Regents and Lechner supplements are for one year only. Merit Fellowship are also only for one year; the student receives a departmental assistantship in subsequent years. Diversity Fellowships are for three years, followed by departmental assistantships. Third, Fellowships, grants and clinical placements are important but unpredictable sources of student support. The faculty have been successful in obtaining external grants, which allows those faculty members to fund students at higher levels, but only for the duration of the grant. The department as a whole has been very active and successful in getting internal funding, such as the Diversity and Merit Fellowships, but all of these programs are competitive and the department cannot predict the level of funding in any given year (for example, the amount of the Regents Fellowship money declined this year, presumably linked to endowment returns). The availability of high quality, funded clinical placements has also been declining in recent years. Increasing the amount of base funds available to increase assistantship stipends is vital for continuing to attract good graduate students, and by extension, good faculty.
J. Student Placement and Follow-up

Placement responsibilities traditionally rest with the student and his or her doctoral advisor. Each program area also offers resources to assist students in anticipation of entering the job market, although the nature of this preparation varies as the typical placement trajectory will vary considerably between programs such as Clinical, I/O, and Behavioral Neuroscience. Each program has program-area seminars that typically include discussions around preparing a vita, preparing application cover letters, writing a research and teaching statement and discussing it with one’s dissertation advisor, and the process of applying for jobs. In these seminars, students will present their work, often making practice job talks, and receive feedback on preparing a job presentation. Students are also instructed to attend job talks within our department and provide feedback on the positive and negative aspects of these presentations. A number of areas will bring graduates of the program back to campus to talk about their own job search and what life is like in various types of positions.

Table V-5 provides a summary of information about the initial placements of the students who graduated with doctoral degrees since 2005. As is evident from the Table, there is an increasing tendency for our graduates to move on to post-doctoral fellowships, a pattern that appears consistent with national trends. Nonetheless, we have had a number of recent graduates move directly into tenure-track faculty positions, including Michigan State University, Rice University, University of Alabama, Auburn University, University of Nevada-Las Vegas, and the New School for Social Research. A complete listing of doctoral program graduates since 2005 and their initial placement is provided in Appendix E.

<table>
<thead>
<tr>
<th></th>
<th>Academic/Research</th>
<th>Clinical</th>
<th>Post-doc</th>
<th>Business/Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>9</td>
<td>25</td>
<td>8</td>
</tr>
</tbody>
</table>

K. Graduate Courses and Programs

The Department of Psychology accepts only students who are seeking a Ph.D. Each year a few students come in with a Masters degree, and have been admitted directly into the Ph.D. program. Historically, students with a BA or BS have been required to get an MS, and then were (almost automatically) admitted to the Ph.D. program. The department is currently in a transitional period, with two areas no longer requiring the formal MS degree, instead requiring equivalent research. Behavioral and Cellular Neuroscience has already had this change put into place and Social is in the process of adopting this policy. Students in those programs have the option of getting an MS, but there is limited data at this point on how many students will select this option.
Students who come in with a BA or BS take 96 hours of graduate credits, until recently, 32 hours for the Masters degree and 64 for the doctoral degree. The departmental course requirements are quite basic: two statistics courses, PSYC 607 and PSYC 671, and two courses in the department, but outside the student’s area (e.g., a social student might take the basic cognitive course, PSYC 607, and the basic physiological course, PSYC 635). Students who enter the program with a Masters degree complete the 64-hour doctoral program, but must meet the department course requirements. They may do this by taking courses here, or by demonstrating that they have taken equivalent courses in their master’s program (the faculty member who teaches the relevant course here evaluates the syllabus and judges whether it is equivalent). Students in each area also have area-specific course requirements. A listing of graduate courses offered in the Department is presented in Table V-6. In addition to these courses, students will often take courses outside the department, including for example courses in management, educational psychology, or neuroscience.

A relatively recent requirement for all students is the first year project. Students are required to begin working their advisors in their first year on a first year project. The nature of the project varies greatly by area: students in the experimental areas usually design and run their own projects, while students in the applied areas (Clinical and I/O) often, but not always, use an existing data set provided by the advisor. All first year students meet with the Director of Graduate Studies for a one-hour weekly seminar during their first semester; the final three meetings are spent on presentations by the students on their first year projects. Early in the second year (October), the students prepare a poster which is presented in a formal poster session to the Department and officials from the College. The Graduate Studies Committee rates the posters and prizes of travel money are awarded to first and second place winners in these ratings. The department provides $200, and funds from private donors have provided an additional $200 each year.
Table V-6. Texas A&M University Graduate Psychology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>603. Motivation and Cognitive Processes</td>
<td>3</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>606. Learning.</td>
<td>3</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 or approval of instructor.</td>
</tr>
<tr>
<td>607. Experimental Psychology.</td>
<td>(2-3)</td>
<td>Experimental methods; developing a general frame of reference for approaching experimental research problems.</td>
</tr>
<tr>
<td>608. Introduction to Clinical Ethics and Techniques.</td>
<td>3</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>609. Physiological Psychology.</td>
<td>(2-3)</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.</td>
</tr>
<tr>
<td>610. Organizational Psychology.</td>
<td>3</td>
<td>Current literature and research in employee motivation, satisfaction, leadership, communication, group conflict and other group processes.</td>
</tr>
<tr>
<td>611. Personnel Psychology.</td>
<td>3</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>613. Practicum in Psychological Assessment</td>
<td>3</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 624, or approval of instructor.</td>
</tr>
<tr>
<td>614. Practicum in Psychology.</td>
<td>1-4</td>
<td>Each semester.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>615. Perceptual Processes.</td>
<td>3</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.</td>
</tr>
<tr>
<td>616. Treatment of Problem Behavior in Children and Families.</td>
<td>3</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. Prerequisite: Approval of instructor.</td>
</tr>
<tr>
<td>617. Analytical Psychology.</td>
<td>3</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. Prerequisite: Approval of instructor.</td>
</tr>
<tr>
<td>618. Psychology of Persuasion.</td>
<td>3</td>
<td>Theory and scientific evidence regarding strategies and tactics of persuasion; explores theoretical controversies and presents potential integrations.</td>
</tr>
<tr>
<td>619. History and Systems of Psychology.</td>
<td>3</td>
<td>Historical examination of scientific psychology’s antecedents in philosophy and psychology; early systems of psychology including structuralism, functionalism, behaviorism, Gestalt psychology and psychoanalysis. Prerequisite: Graduate classification.</td>
</tr>
<tr>
<td>620. Theories of Social Psychology.</td>
<td>3</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. Prerequisite: PSYC 315 or SOCI 411.</td>
</tr>
<tr>
<td>621. Seminar in Social Psychology.</td>
<td>3</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. Prerequisite: Approval of instructor.</td>
</tr>
<tr>
<td>623. Psychological Assessment I.</td>
<td>3</td>
<td>Principles of psychological testing; uses and critical evaluation of tests of achievement, intelligence, aptitude and personality.</td>
</tr>
<tr>
<td>624. Psychological Assessment II.</td>
<td>3</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. Prerequisite: PSYC 623 or approval of instructor.</td>
</tr>
<tr>
<td>625. Psychopathology.</td>
<td>3</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>627. Psychological Assessment of Children and Adolescents.</td>
<td>3</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. Prerequisite: PSYC 624 or approval of instructor.</td>
</tr>
<tr>
<td>628. Behavior Disorders in Children.</td>
<td>3</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. Prerequisites: PSYC 407 or equivalent and graduate classification or approval of instructor.</td>
</tr>
<tr>
<td>629. Seminar in Clinical/Community Psychology.</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 626; PSYC 623 or equivalent.</td>
</tr>
</tbody>
</table>
630. Health Psychology and Behavioral Medicine. Credit 3. 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.

633. Gender and Minority Issues in Clinical Psychology. Credit 3. 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.

634. Principles of Human Development. Credit 3. 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.

635. Behavioral and Cellular Research Seminar. (2-0). Credit 2. 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.

636. Seminar in Developmental Psychology. Credit 3. 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.

637. Clinical Interventions I. Credit 3. 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 theory. Prerequisite: Graduate Program or approval of instructor.

638. Clinical Interventions II. Credit 3. 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.

639. Pediatric Psychology. Credit 3. 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.

641. Principles of Neuropsychology. Credit 3. Review of major areas of cognitive functioning including concentration, memory, language, visuospatial/construction skills and executive functions; review of neurobehavioral syndromes including dementia, epilepsy, head injury, stroke, drug toxicity, etc.; assessment of deficits associated with disorders. Prerequisite: PSYC 624 or 627 or equivalent as approved by instructor.

645. Methods of Human Neuroscience. Credit 3. Provides overview of the principles, theories, and applications of human neuroscience methods, such as electroencephalography, event-related potentials, electromyography, hormones, functional neuroimaging. Prerequisite: Approval of instructor.

649. Seminar in Behavioral Neuroscience. Credit 3. 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 or equivalent; PSYC 609; graduate classification.

670. Professional Seminar in Social Psychology. Credit 2. 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.

671. Experimental Design for Behavioral Scientists. Credit 3. Intensive practical study of designs of special interest to behavioral scientists; repeated designs. Prerequisite: STAT 652 or equivalent.

672. Factor Analysis for Behavioral Scientists. Credit 3. Principles and uses of Factor Analysis in behavioral research; implementation, alternate factor models and interpretation with heavy use of numerical examples. Prerequisite: PSYC 671 or approval of instructor.

673. Psychometric Theory and Methods. Credit 3. Overview of methods for the construction and evaluation of psychological measurement instruments including unidimensional scales and multivariate analytical techniques: approaches include classical test theory, factor analysis, unidimensional scaling, latent trait theory, profile and discriminant analysis. Prerequisites: PSYC 607 and 671 or equivalents.

674. Covariance Structure Models and Causal Analysis. Credit 3. Advanced introduction to structural equation models and causal analysis; emphasis on underlying theory and assumptions as well as practical application for the behavioral sciences. Prerequisite: PSYC 671 or STAT 608 or approval of the instructor.

676. Web-Based Data Collection. Credit 3. This course covers the conceptual, technical, and ethical issues associated with collecting data via the internet. It examines the advantages and disadvantages of using the web, the conceptual and ethical issues that arise, the technical aspects of preparing a data collection site, and the range of web resources available. Prerequisite: Graduate standing.

677. Clinical Research Seminar. Credit 2. Seminar attended by clinical psychology program students; original research and grant proposals are surveyed via presentations by faculty, students, and speakers outside the clinical program; research design, degree plan development, selection of thesis/dissertation committee, research ethics, IRB process, and preparation for proposal/defense meetings covered via discussion and readings. Prerequisite: Enrollment in the clinical psychology graduate program.

678. Couples Therapy. Credit 3. 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-listed with CPSY 678.

680. Seminar in Organizational Psychology. Credit 3. 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.

681. Industrial/Organizational Psychology. Credit 3. Both research and applied colloquia provided by I/O psychologists and individuals in related disciplines. Prerequisite: Graduate classification.
L. Graduate Enhancement

A number of mechanisms are available to support graduate student training and research, including the following.

Travel money. All graduate students are eligible to apply for travel money for a conference at which they are presenting (funded in part from the department and in part from the Office of Graduate Studies, through the Dean’s office). For budgeting purposes, they are asked to apply for these funds early in the academic year, before many of them have submitted papers or know whether they will have their papers accepted. All students (including first-year students) are strongly encouraged to apply if they and their advisors anticipate submitting to a conference. The amount per student varies, depending on monies available and the number of students who apply. For the 2009-2010 year, each student who applied was provided with $400 for reimbursement of travel expenses.

Dissertation Fellowships. For the last several years, the College of Liberal Arts has funded competitive dissertation fellowships, usually in the amount of $5000, designed to pay dissertation expenses, including summer support, if required. The structure of the program has varied (e.g., this year, there was one round in November, last year there were fall and spring rounds). Each department in the College may nominate two people. In psychology, all graduate students are notified of the program and the requirements (e.g., must have dissertation proposal approved and on file with the Office of Graduate Studies) and are requested to send their vitae to the Director of Graduate Studies. If there are more than two people who wish to be considered, the Graduate Studies Committee uses the vitae to select the two nominees. Full nomination packets are then prepared and submitted to the College. At least one psychology student (and usually two) has been awarded a fellowship each year.

Research and Presentation Grants. The Office of Graduate Studies offers small grants (up to $400) to support research and travel to conferences. Students are eligible for one grant per degree and are encouraged to apply, and most applications are funded. A majority of our students have been recipients of these grants.
M. Teaching Assistant Training

Early in this decade, nearly all of our sections of Introductory Psychology were taught by graduate students, with little or no supervision or preparation. Furthermore, at that time graduate students were often asked to teach as many as four 2-hour laboratory sections of Experimental Psychology each week, with expectations and supervision varying widely across different sections of this course. One of the initiatives taken in the Department since the last external review has involved efforts to improve training of our graduate students in undergraduate instruction. We view such training as of dual benefit, both enhancing the instructional experience of our undergraduates in courses taught by graduate students, and also better preparing our graduate students for an academic career.

We have modified our teaching assistant training appreciably in recent years. First, as described earlier, we have established a gradual and supervised standard instructional trajectory for all graduate students. This involves initial service early in their initial years as a grader or teaching assistant with limited responsibilities (often in their 1st year), followed by assignment to a single 2-hour teaching laboratory section for our undergraduate Experimental Research Methods or Statistics courses (typically in 2nd and 3rd year), potentially followed by an assignment for primary responsibility for a course such as Introductory Psychology--if the student is particularly interested in teaching experience in preparation for an academic career and if the student has received good evaluations in lab sections. It should be noted that, because of these changes, a relatively small proportion of our sections (no more than 10%) of Introductory Psychology are now taught by graduate students (and only by those with particular interest and promise), with the difference being made up by permanent faculty or by our cadre of talented doctoral-level Lecturers. We have also made marked changes to our lab sections to standardize the material for both Statistics and Experimental Research Methods, so that graduate instructors cover similar material with similar expectations across different faculty instructors and semesters.

A second important development was the assignment of a non-tenure track faculty member as Associate Department Head, with a designated 50% teaching/50% service expectation that allows this individual (currently filled by Dr. Terry Barnhardt) to devote more time to enhancing supervision of graduate student instructors. Thus, 20% of the job description for the Associate Head position is now devoted to that purpose, which includes meeting with graduate student instructors weekly to discuss course goals, textbook, ancillaries, syllabus requirements, class management issues, pre-review of exams, and active learning exercises.

Finally, there are a number of additional training opportunities and resources for our students. For example, all incoming graduate students are required to complete a full day workshop on teaching conducted by the University; completion of this workshop is required before any graduate student can be assigned as a teaching assistant. In addition, the Center for Teaching Excellence offers a number of seminars and lectures on teaching for graduate students, and many of our students have participated in these programs. More specific to our department, we periodically offer a workshop on the teaching of psychology, which we encourage any doctoral student to take if he or she intends to accept primary instructional responsibility for a course during their graduate training.
0. Graduate Learning-Based Outcomes

Consistent with a university-wide assessment initiative, the Psychology Department has specified certain key objectives for its graduate program; these include the creation and dissemination of original knowledge, the development of pedagogical knowledge and skills, and the development of expertise in a specific area of psychology. Many of the techniques and policies mentioned above are designed to help us determine our success in meeting these specified objectives, including assessing the presentation, publication, and placement record of recent doctoral graduates, implementing area-wide presentations for doctoral students in area seminars and instituting observations of graduate teaching by the Associate Head, and developing competency rubrics for different areas in the graduate program. The latter assessment initiative is more challenging for our graduate program than for our undergraduate program, given the diversity of what constitutes core competencies for programs such as clinical, I/O, or neuroscience, and each program handles this assessment differently. For example, the APA accreditation review (see Appendix A2) of our clinical program remarks upon our efforts in developing a standardized competency review form that links these abilities to goals and objectives; this form is used to clarify the expected level and monitor the attainment of these competencies as the trainee progresses through the program.
VI. Undergraduate Psychology Program

A. Undergraduate Psychology Course Offerings

Thirty psychology courses are offered for undergraduates. In addition, there are separate course numbers for research and field experiences, directed readings, and special topics courses that are offered on an irregular basis (see Table VI-1 for a listing of courses and brief course descriptions). A two-semester research sequence of Statistics and Experimental Psychology is required for majors. Both of those courses have required labs and both involve substantial writing experiences, including learning to write scientific reports in APA style. In addition to the standard course offerings in psychology, a broad array of other courses is available, for example, Psychology of Sport, Language, Social Neuroscience, Organizational Psychology, Personnel Psychology, Forensic Psychology, Aging, Behavioral Disorders in Children, Psychology of Religion, and Biology of Psychological Disorders.

Table VI-1. Texas A&M University Undergraduate Psychology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
<th>General Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>107</td>
<td>Introduction to Psychology</td>
<td>3-0</td>
<td>Introductory course dealing with elementary principles of human behavior.</td>
</tr>
<tr>
<td>203</td>
<td>Elementary Statistics for Psychology</td>
<td>2-3</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 141/166 or equivalent; major in psychology.</td>
</tr>
<tr>
<td>204</td>
<td>Experimental Psychology</td>
<td>2-3</td>
<td>Research techniques in psychology with emphasis on the experimental method. Laboratory exercises applied to specific problems in psychology. Prerequisites: PSYC 107 and 203; major in psychology.</td>
</tr>
<tr>
<td>300</td>
<td>Psychology of Women</td>
<td>3-0</td>
<td>Theoretical and research literature relevant to psychological assumptions about the female personality. How these assumptions are being questioned or verified by recent experimental studies. Prerequisite: PSYC 107. Cross-listed with WMST 300.</td>
</tr>
<tr>
<td>304</td>
<td>Psychology of Sport and Physical Activity</td>
<td>3-0</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 classification. Cross-listed with KINE 304.</td>
</tr>
<tr>
<td>305</td>
<td>Psychology of Adjustment</td>
<td>3-0</td>
<td>Adjustment problems of normal people; application of psychological principles to family, school and community life.</td>
</tr>
<tr>
<td>306</td>
<td>Abnormal Psychology</td>
<td>3-0</td>
<td>Survey of behavior pathology; functional and organic psychoses, psychoneurosis, character disorders, psychophysiological disorders, alcohol and drug addiction and mental retardation; therapeutic and diagnostic methods. Prerequisite: Junior classification or PSYC 203 and 204.</td>
</tr>
<tr>
<td>307</td>
<td>Developmental Psychology</td>
<td>3-0</td>
<td>Growth and development of normal child from infancy to adolescence with emphasis on elementary school years. Prerequisites: PSYC 107; PSYC 203 and 204 or junior classification.</td>
</tr>
<tr>
<td>311</td>
<td>Comparative Psychology</td>
<td>3-0</td>
<td>Survey of problems, principles, and methods of animal psychology; animal learning, motivation, discriminative processes and abnormal, social and instinctual behaviors. Prerequisites: PSYC 107; PSYC 203 and 204 or junior classification.</td>
</tr>
<tr>
<td>315</td>
<td>Social Psychology</td>
<td>3-0</td>
<td>Social psychological variables operating on the individual; results of experimental laboratory findings; interaction of personality and social behavior. Prerequisite: PSYC 107; PSYC 203 and 204 or junior classification.</td>
</tr>
<tr>
<td>319</td>
<td>History and Systems of Psychology</td>
<td>3-0</td>
<td>Historical analysis of pre-scientific philosophy in psychology and physiology through the period of the psychological “schools.” Prerequisites: PSYC 107.</td>
</tr>
<tr>
<td>320</td>
<td>Sensation-Perception</td>
<td>3-0</td>
<td>Review of sensory physiology, sensory and perceptual phenomena and the major perceptual theories; current research in the field. Prerequisites: PSYC 107; PSYC 203 and 204 or junior classification. Cross-listed with NRSC 320.</td>
</tr>
<tr>
<td>330</td>
<td>Personality</td>
<td>3-0</td>
<td>Review of personality techniques, techniques of assessment and research relevant to understanding individual differences. Prerequisite: PSYC 107; PSYC 203 and 204 or junior classification.</td>
</tr>
<tr>
<td>331</td>
<td>Social Neuroscience</td>
<td>3-0</td>
<td>Integrating biological and psychological explanations of social behavior, this course will cover recent research and theories in social neuroscience; Topics include emotion, motivation, aggression, face processing, empathy, social cognition, and social relationships. Prerequisites: PSYC 107; or permission of the instructor. Cross-listed with NRSC 331.</td>
</tr>
<tr>
<td>332</td>
<td>Neuroscience of Learning and Memory</td>
<td>3-0</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. Prerequisites: PSYC 107; or permission of the instructor.</td>
</tr>
<tr>
<td>333</td>
<td>Biology of Psychological Disorders</td>
<td>3-0</td>
<td>Relies on recent neurobiology and clinical development to explain molecular mechanisms underlying psychiatric disorders and their drug treatments; including depression and bipolar, anxiety disorders, mood disorders, psychosis, and schizophrenia. Prerequisites: 1)PSYC107, 2) PSYC335; or 6 hours of biology. Cross-listed with NRSC 333.</td>
</tr>
<tr>
<td>335</td>
<td>Physiological Psychology</td>
<td>2-3</td>
<td>Physiological bases of sensation, motor functions, emotion, motivation and complex psychological processes. Prerequisites: 6 hours of biology; PSYC 203 and 204 or junior classification. Cross-listed with NRSC 335.</td>
</tr>
</tbody>
</table>
340. Psychology of Learning. (3-0). Credit 3. Survey of significant concepts, experimental methods and principles of learning. Prerequisites: PSYC 107 or INST 301; PSYC 203 and 204 or junior classification. Cross-listed with NRSC 340.

345. Human Cognitive Processes. (3-0). Credit 3. Human cognition and information processing: perception, attention, memory, reasoning and problem solving; experimental methods and data, and contemporary theories of human cognition. Prerequisites: PSYC 107; junior classification or PSYC 203/204. Cross-listed with NRSC 345.

346. Psychology of Language. (3-0). Credit 3. Examines theories of how language is acquired, comprehended, produced, stored and used in normal and brain-impaired individuals. Prerequisites: PSYC 107; junior or senior classification.

351. Survey of Industrial/Organizational Psychology. (3-0). Credit 3. 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. Prerequisites: PSYC 203 and 204 or junior classification.

352. Organizational Psychology. (3-0). Credit 3. 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 203 and 204 or junior or senior classification.

353. Personnel Psychology. (3-0). Credit 3. 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 203 and 204 or junior or senior classification.


365. Psychology of Aging. (3-0). Credit 3. 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.

371. Forensic Psychology. (3-0). Credit 3. 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 203 and 204 or junior or senior classification.

405. Psychology of Religion. (3-0). Credit 3. Review of world’s religions and the psychological study of the religious experience; religion within the context of personality; religious development through social interactions; religion in psychological research and therapy. Prerequisites: PSYC 306 and 330 or approval of instructor. Cross-listed with RELS 405.

407. Behavioral Disorders of Children. (3-0). Credit 3. 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.

411. Psychology of Self. (3-0). Credit 3. Brief review of Freud’s psychology and an in-depth coverage of Jung’s psychology. Prerequisite: PSYC 306 or 330 or approval of instructor.

414. Behavior Principles. (3-0). Credit 3. 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 203 and 204 or junior classification.

484. Field Experiences. (1-6). Credit 3. Participation in an approved mental health, mental retardation, school, industrial or experimental setting; field experiences supervised by an appropriate professor within an area of student interest; course requirements vary with the setting, the supervising professor and the needs of the individual student. Prerequisites: PSYC 203 and 204; 12 hours of psychology; GPR of 2.5 or better in all psychology courses; approval of instructor; major in psychology.

485. Directed Studies. Credit 1 to 3. Directed readings or research problems in selected areas designed to supplement existing course offerings. Individual report required. Prerequisites: 12 hours of psychology including completion of PSYC 204; GPR of 2.5 or better in all psychology courses; approval of instructor; major in psychology.

489. Special Topics in... Credit 1 to 4. Selected topics in an identified area of psychology. Prerequisites: PSYC 107 and approval of instructor.

491. Research. (3-0). Credit 1 to 3. 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 484 or 485; junior or senior classification.

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B. The Psychology Major

At present, there are approximately 1,200 declared psychology majors at Texas A&M University; spring semester numbers are typically smaller than Fall semester numbers and the total typically varies between 1,200 and 1,400. Approximately 350 Psychology majors graduated in the 2008-2009 academic year. This makes Psychology the largest major in the College of Liberal Arts, being nearly 50% larger than the second largest major (Communication), and one of the two or three largest majors in the University.
Demographically, our group of majors is 74% women, 72% white/non-Hispanic, 17% Hispanic, and 4% Black/African-American.

Students can choose to major in psychology as part of a Bachelor of Arts or Bachelor of Science curriculum, each requiring 120 semester hours for graduation. For both degrees, the psychology course requirements are the same, comprising 35 credit hours (see Table VI-2 for a listing of the 35-hour psychology requirements). The degrees differ in terms of the supporting programs, with the B.A. degree requiring courses in a foreign language and additional hours in humanities, and the B.S. degree requiring more hours in biological and physical sciences. In 1987, the Department created the first honors major in the College of Liberal Arts, placing emphasis on small classes and research experiences. This degree requires 21 hours of honors courses, 15 hours of which must be in psychology. A year-long research experience leading to a Senior Honors Thesis is also required. Two 15-hour minors are also available to non-majors; these are the Psychology Minor and the Neuroscience Minor.

Table VI-2. Psychology Courses Required for the B.A. and B. S. Degrees

<table>
<thead>
<tr>
<th>Foundation Coursework:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 107 Introductory Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 203 Elem. Statistics in Psychology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 204 Experimental Psychology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Area A (choose 6 hours):</strong></td>
<td>6</td>
</tr>
<tr>
<td>PSYC 306 Abnormal</td>
<td></td>
</tr>
<tr>
<td>PSYC 307 Developmental</td>
<td></td>
</tr>
<tr>
<td>PSYC 315 Social</td>
<td></td>
</tr>
<tr>
<td>PSYC 330 Personality</td>
<td></td>
</tr>
<tr>
<td><strong>Area B (choose 6 hours):</strong></td>
<td>6</td>
</tr>
<tr>
<td>PSYC 311 Comparative</td>
<td></td>
</tr>
<tr>
<td>PSYC 319 History and Systems</td>
<td></td>
</tr>
<tr>
<td>PSYC 320 Sensation &amp; Perception</td>
<td></td>
</tr>
<tr>
<td>PSYC 335 Physiological</td>
<td></td>
</tr>
<tr>
<td>PSYC 340 Learning</td>
<td></td>
</tr>
<tr>
<td>PSYC 345 Cognitive</td>
<td></td>
</tr>
<tr>
<td><strong>Psychology Electives (choose 12 hours):</strong></td>
<td>12</td>
</tr>
<tr>
<td>PSYC300-499</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35 hrs</td>
</tr>
</tbody>
</table>

In 2008, we significantly altered our core methodology classes, PSYC 203 and PSYC 204, making them 4-hour classes with a 3-hour didactic component and a weekly 2-hour lab session. The lab sessions are designed to be writing intensive and have the mission of teaching our majors to conceptualize questions, gather and analyze data that informs those questions, and communicate the results of this inquiry to others. In part, this revision was necessitated by a new University mandate that all students be required to take two writing intensive courses in their
major, a mandate (which came with no additional instructional resources) that placed a substantial burden upon our available teaching coverage. Regardless, we feel that this alteration has resulted in a group of majors that is now much better prepared for upper-division classes as well as for individualized research experiences.

C. Psychology’s Service Role

In addition to providing courses for one of the largest groups of majors on campus, the Department also serves a large number of other students, especially in courses such as Introduction to Psychology (which enrolls 4,000 to 5,000 students each year), Abnormal Psychology, Developmental Psychology, Organizational Psychology, and Personnel Psychology. Some courses are required by other majors, such as the requirement of our course in Sport Psychology for Sport Management majors, Introduction to Psychology for majors in Kinesiology, Organizational Psychology for Human Resource Development majors, and Introduction to Psychology and Developmental Psychology for School Health majors. In Fall, 2009, our Department offered 18,671 Student Credit Hours (SCH), meaning that roughly 6,000 students were enrolled in the classes offered during our Fall semester.

D. Field Placement and Research Opportunities for Undergraduates

Students may study off campus in a variety of settings available through the course PSYC 484 (Field Experiences). Such placements have included Allen Academy Preschool, Barbara Bush Parenting Center, Brazos County Juvenile Services, Bryan Independent School District Program for Young Parents, College Station Head Start, and the Mental Health and Mental Retardation Authority of Brazos County. A maximum of six credit hours can be earned in such placements, although students may pursue such work on a volunteer basis without course credit. In a typical year, slightly more than 40 psychology majors are involved in such placements.

Texas A&M students also have access to a large number of study abroad courses, many of them offered through Texas A&M’s program at the Santa Chiara Center in the medieval town of Castiglion Fiorentino, Italy. In the past, psychology faculty have offered a number of courses there, and have also taught study abroad courses in Australia, New Zealand, and Germany.

Research experiences directed by faculty members are available to students through the PSYC 485 (Directed Study) and 491 (Research) courses. The 485 experience is for students beginning their work, whereas the 491 course is for more experienced students who often are pursuing a research question of their own. Prior to open course registration, faculty indicate the number of undergraduate student researchers that they are seeking for their projects for the coming semester and typically provide a brief description of the research project and the student duties. That information is compiled in the Department Advising Office and made available to psychology students seeking supervised research experience. In a typical year approximately 200 students enroll in PSYC 485 and 491 and are individually mentored by our faculty.

Some of these students are co-authors on conference posters and presentations and on publications. In the five-year period between 2005-2009, more than 50 undergraduates presented posters or papers at conferences such as the Society for Neuroscience, Psychonomic Society, Society for Psychophysiological Research, Association for Behavioral and Cognitive Therapy,
Furthermore, at least 30 undergraduate students were co-authors on published articles that appeared in journals such as the *American Psychologist, Journal of Personality and Social Psychology, Neuroscience, Cognition, Developmental Psychology, Psychopharmacology, Journal of Psychopathology and Behavioral Assessment, Journal of Clinical Psychology, Neurobiology of Aging, Behavioural Brain Research, Infancy, and Neurobiology of Learning and Memory*. These data are based upon reports from selected faculty members, so there are almost certainly more publications and presentations than are described here.

These research opportunities are especially valuable for psychology majors intending to pursue graduate study in psychology. We actively encourage students who are graduate-school bound to get involved in a faculty member’s research program, both for the experience and for the detailed and valuable letter of reference that can come from such involvement. In the past five years, our undergraduate majors have been admitted into some of the best doctoral psychology programs in the country including Johns Hopkins University, Florida, Florida State, Washington University, Columbia, Kansas, Missouri, Washington, Auburn, Michigan, Iowa, Vanderbilt, and Tennessee.

**E. Academic Advising**

As of February 2010, the Psychology Department is home to over 1,200 majors, approximately 600 Psychology minors, and approximately 120 Neuroscience minors. Undergraduate academic advising in Psychology is carried out by 2 full-time staff members (one Academic Advisor I, and one Academic Advisor II) and one non-tenure-track faculty member (Director of Undergraduate Advising and Honors) who serves half-time in this office. At present, the student: advisor ratio in Psychology is approximately 500:1 majors, and 250:1 minors. According to University guidelines, the ratio should be a maximum of 300:1 majors to advisors. To our knowledge, we have the highest ratio in the College of Liberal Arts.

Psychology academic advisors attend regular local trainings offered by the University Advising and Counseling Organization. In addition, they attend the annual National Advising and Counseling conference to promote their professional development and keep abreast of new methods in the academic advising community. The department and the college share the costs associated with the advisors’ attendance at these meetings.

The academic advisors in the Department of Psychology seek to make advising services readily available to our very large student population through a combination of walk-in availability, one-on-one appointments, email, and website resources. Advisors conduct approximately 30 New Student Conferences per year for incoming students and their parents. In these conferences, advisors meet individually with each incoming Psychology major and provide her or him with both written and oral instruction on University rules and procedures, catalog requirements, degree requirements, research courses, resources for registration, tutoring, counseling, financial aid, career services, and additional resources when appropriate. Advisors register all new students for their first semester and provide training so that students can self-register in subsequent semesters. At that point, ongoing advising is provided regarding degree requirements for the Bachelor of Arts, the Bachelor of Science, as well as the Psychology and Neuroscience
minor requirements. Assistance with course scheduling, career planning, degree evaluations, and graduation requirements, and an intervention program for our students on academic probation is also provided to current and prospective Psychology majors.

Establishing a faculty-level Director in our Advising Office, which was done in 2007, was designed to provide professional guidance and oversight that could more closely integrate advising and undergraduate curriculum issues. This has paid a number of dividends. For example, in 2007 this office took over and rehabilitated our Honors program (mentioned above). The Honors program provides individual instruction and advanced work particularly relevant to the major field for academically distinguished Psychology majors. The advising director identifies potential Honors students and meets with them to discuss their recruitment into the program and to provide academic advising throughout their undergraduate careers. Before this reinvigoration, there were few if any Psychology Honors graduates since 2001. We are now averaging about 5 Honors graduates each year.

Given limited staff support within the department, the Advising office is often called upon to assist in other functions, such as scheduling and planning room availability for Psychology classrooms within the Psychology and Old State Chemistry buildings. Advisors aid in the scheduling of research experiments, defenses, meetings, study sessions, etc. Advisors prepare various reports for the department, including advising activity, enrollment and graduation statistics, internal and external program requirements, trends in grade point ratios, learning outcomes assessments, student satisfaction statistics, and other reports as assigned by the department head.

F. Psychology Club/Psi Chi

Texas A&M University has a chapter of Psi Chi, the national honor society in psychology as well as a Psychology Club. Psi Chi functions solely as an honor society, and admission is according to the standards set by the national office of the honorary. Membership in the Psychology Club is open to any student who expresses an interest in joining. The two organizations meet jointly for most of their programs, the exception being the annual Psi Chi induction ceremony for new members. The Psychology Club meets once each week for an hour. About half of the meetings are purely social affairs whereas the others involve some kind of formal program. In the past year, the programs have included presentations on school psychology, developmental psychology, the history of psychology, suicide prevention, sport psychology, and preparing for the GRE. The organization is run by ten student officers with assistance from a faculty advisor. Students in the club are eligible for two awards given each year, one for scholarship and one for service, each in the amount of $250. The recipients of those awards are selected by the students.

G. Undergraduate Learning-Based Outcomes

Consistent with a university-wide assessment initiative, the Psychology Department has specified certain key objectives for its undergraduate major program; these include (a) breadth and depth of knowledge base in the broad field of psychology, (b), expertise in behavioral research methods, and (c) critical thinking skills in evaluating scientific theory and evidence. We have recently begun assessing these skills annually (i.e., every spring) via a variety of
different mechanisms, which to this point have included a survey given to a sample of our majors, a sample psychology subject GRE given to a subset of our majors, and a faculty focus group charged with evaluating our curriculum offerings. The results of these measures are then reviewed by a faculty committee, with an eye towards identifying shortcomings and developing strategies for their remediation. The resultant action plans are then vetted by the entire faculty and those plans that filter through are adopted for the next cycle. Although we are early in this initiative, our results have encouraged an examination of our offerings that promises future improvements at all levels when attempting to meet our departmental mission. For example, the results of our first survey (N = 98) indicated that undergraduates were reasonably satisfied with the department’s efforts towards helping students achieve a breadth and depth of knowledge about psychology (4.6 out of 5), less satisfied with the department’s training in research methods (3.9 out of 5), and reasonably satisfied with the department’s efforts towards training in critical thinking (4.5 out of 5). The level of dissatisfaction with the department’s training in research methods as measured by the survey converged with the conclusions of the faculty focus group and directly led to the redesign and adoption of new curricula in both our Elementary Statistics for Psychology and Experimental Psychology courses.
VII. The Faculty

Abbreviated Curriculum Vitae of the Faculty are found as Appendix B.

A. Profile of the Faculty

Table VII-1 provides a profile of permanent faculty in the Department of Psychology, in terms of rank, doctoral program area, and productivity. Counting new hires, the Department currently consists of 47 permanent faculty members, including 16 Full Professors, 9 Associate Professors, 17 Assistant Professors, 1 Clinical Professor, 1 Clinical Associate Professor, and 2 Instructional Assistant Professors. Collectively (through 2009), these faculty members have accounted for 1,795 peer reviewed articles, 78 books, 380 book chapters, and 35,104 citations in the scientific literature. In 2009 these faculty published 179 papers, brought in $3,695,316 in extramural grants, mentored 85 graduate and approximately 1300 undergraduate majors, and taught 195 sections of classes. Faculty members have served in editorial capacities and on the editorial boards of many of the most important journals in psychology (Table VII-3). Thirteen of our faculty members have garnered over 1,000 citations in the scientific literature, with the breadth of their contributions evident in $h$-index values ranging from 18 to 36 for these 13 individuals.

Table VII-1. Profile of rank and productivity, Department of Psychology permanent faculty

<table>
<thead>
<tr>
<th>Psychology Faculty</th>
<th>Rank</th>
<th>Degree Year</th>
<th>Peer-reviewed articles</th>
<th>Books</th>
<th>Book Chapt.</th>
<th>Citations ($h$-index)</th>
<th>Grant Funded</th>
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<tbody>
<tr>
<td>Behavioral Neuroscience</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Bermudez-Rattoni</td>
<td>Full</td>
<td>1984</td>
<td>94</td>
<td>4</td>
<td>11</td>
<td>1969 (26)</td>
<td>***</td>
</tr>
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<td>Cepeda-Benito (.5)</td>
<td>Full</td>
<td>1994</td>
<td>47</td>
<td>1</td>
<td>7</td>
<td>527</td>
<td>Yes</td>
</tr>
<tr>
<td>Grau</td>
<td>Full (Currie Prof)</td>
<td>1985</td>
<td>74</td>
<td>1</td>
<td>5</td>
<td>1780 (23)</td>
<td>Yes</td>
</tr>
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<td>Meagher (.5)</td>
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<td>52</td>
<td>1</td>
<td>12</td>
<td>984</td>
<td>Yes</td>
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<td>Packard</td>
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<td>73</td>
<td>0</td>
<td>11</td>
<td>4560 (36)</td>
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<td>Wellman</td>
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<td>103</td>
<td>1</td>
<td>4</td>
<td>1251 (18)</td>
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<td>1998</td>
<td>23</td>
<td>1</td>
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<td>Morey</td>
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<td>134</td>
<td>8</td>
<td>35</td>
<td>4168 (36)</td>
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<td>Rosen</td>
<td>Full (McMillan Prof)</td>
<td>1970</td>
<td>50</td>
<td>11</td>
<td>33</td>
<td>497</td>
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<td>Snyder</td>
<td>Full</td>
<td>1978</td>
<td>80</td>
<td>6</td>
<td>36</td>
<td>1359 (22)</td>
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<td>45</td>
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<td>0</td>
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<td>2008</td>
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<td>Ditre</td>
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<td>27</td>
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<td>2008</td>
<td>13</td>
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<td>1</td>
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<td>Heffer</td>
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<td>14</td>
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<td>Psychology Faculty</td>
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<td>Books</td>
<td>Book Chapt.</td>
<td>Citations (h-index)</td>
<td>Grant Funded</td>
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<td>Harmon-Jones</td>
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<td>Rhodes</td>
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<td>48</td>
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<td>Eastwick</td>
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<td>Lench</td>
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<td>13</td>
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<td>Schlegel</td>
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<td>Schmeichel</td>
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<td>22</td>
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<td>Salter</td>
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<td>64</td>
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<td>Bergman</td>
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<td>17</td>
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<td>0</td>
<td>199</td>
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<td>Payne</td>
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<td>Samuelson</td>
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<td>10</td>
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<td>Berry</td>
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<td>13</td>
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<td>Miner-Rubino</td>
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<td>2004</td>
<td>10</td>
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<td>Taylor (Quant)</td>
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<td>Smith</td>
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<td>48</td>
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<td>19</td>
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<td>Vaid</td>
<td>Full</td>
<td>1982</td>
<td>50</td>
<td>3</td>
<td>20</td>
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<tr>
<td>Yamauchi</td>
<td>Associate</td>
<td>1997</td>
<td>15</td>
<td>0</td>
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<td>Geraci</td>
<td>Assistant</td>
<td>2001</td>
<td>18</td>
<td>0</td>
<td>6</td>
<td>136</td>
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</tr>
<tr>
<td>Worthy</td>
<td>Assistant</td>
<td>2010</td>
<td>6</td>
<td>0</td>
<td>0</td>
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<td>***</td>
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<tr>
<td>Barnhardt</td>
<td>Instruct Assistant</td>
<td>1993</td>
<td>9</td>
<td>0</td>
<td>2</td>
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<td>Hull</td>
<td>Instruct Assistant</td>
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<td>Developmental:</td>
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<tr>
<td>Davidson</td>
<td>Associate</td>
<td>1975</td>
<td>11</td>
<td>1</td>
<td>9</td>
<td>169</td>
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<td>Wilcox</td>
<td>Associate</td>
<td>1993</td>
<td>26</td>
<td>0</td>
<td>2</td>
<td>507</td>
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<td>Sport:</td>
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<td>Leunes</td>
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<td>1969</td>
<td>84</td>
<td>8</td>
<td>6</td>
<td>235</td>
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<td>Bourgeois</td>
<td>Associate</td>
<td>1967</td>
<td>35</td>
<td>0</td>
<td>5</td>
<td>90</td>
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</table>

Note: Publication counts are through 2009 calendar year; citation counts retrieved from Science Citation Index (Institute for Scientific Information), March, 2010; grant funding includes awards between 2006-2010, as shown in Table VII-2; *** denotes start date of Fall, 2010.

The productivity of the faculty has been steadily increasing in the past decade, according to a number of indicators. Figure VII-1 indicates the trend in departmental peer-reviewed articles in journals indexed by the Institute for Scientific Information over the past decade (searching on Department of Psychology, Texas A&M University), reflecting a 230% increase in such publications comparing 2001 to 2009. Extramural grant funding success demonstrates a similar increase; the amount of research funding brought into the Department has increased appreciably since the last program review in 2001. Extramural grants awarded since 2006 are described in Table VII-2; these projects totaled over $30 million dollars. As a comparison, for the four years preceding our last external review (1997-2001), the Department of Psychology generated an average of $1,483,164 per year in extramural grant funding; for the 2006-2010 period, our
average annual extramural grant funding was $3,666,501 per year, which is nearly a 250% increase in grant funding since the last review.

Figure VII-1. Publications by TAMU Department of Psychology faculty in ISI-Indexed Journals

Table VII-2. Extramural Research Funding, Department of Psychology, 2006-2010

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<thead>
<tr>
<th>INVESTIGATOR AWARDS:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arthur, W.</strong> (Principal Investigator). An initial investigation of the after-action review (AAR) as a training approach: Effectiveness in co-located and distributed training environments. Link Training and Simulations Systems, Mesa, AZ; and Department of Defense, USAF Air Force Research Laboratory (AFRL), Warfighter Training Research Division, Mesa, AZ, $24,750, 2007-2008.</td>
</tr>
<tr>
<td><strong>Bizon, J.</strong> (Co-Investigators; PI: Gerry Frye). CNS Development GABAARs and Vulnerability to Ethanol, National Institute on Alcoholism and Alcohol Abuse R01- AA012368, $967,335, 2008-2012.</td>
</tr>
<tr>
<td><strong>Bortfeld, H.</strong> (Co-Investigator; PI: J. Oglehai, Baylor College of Medicine). Optical Neuro-Imaging of Deaf Children with Cognitive Delays after Cochlear Implantation, Dana Foundation Brain and Immuno-Imaging Grant, $200,000, 2007-2010.</td>
</tr>
<tr>
<td><strong>Bortfeld, H.</strong> (Co-Principal Investigator, PI: Ricardo Gutierrez-Osuna). Facial caricaturing as a training tool for security. Consejo Nacional de Ciencia y Tecnologia, Mexico, $12,000, 2005-2006.</td>
</tr>
</tbody>
</table>


Grau, J. (Co-Principal Investigator with M. Hook, Department of Psychology Research Assistant Professor). Pavlovian conditioning in injured spinal cord systems. NIH: National Institute of Neurological Disorders and Stroke, R03 NS051443, $144,000, 2005-2007.

Grau, J. (Co-Principal Investigator with M. Hook, Department of Psychology Research Assistant Professor). The effects of morphine on sensory and motor functions after a spinal cord injury. NIH: National Institute for Drug Abuse (NIDA), B/START (Behavioral Science Track Award), P01 NS071512, 2006-2008.


Harmon-Jones, E. (Principal Investigator). Considering Approach Motivational Intensity within Positive Affect, National Science Foundation 0643348, $393,000, 2007 - 2010.


Harmon-Jones, E. (Co-Principal Investigator; PI, Lyn Abramson). BAS and Bipolar Spectrum: Biopsychosocial Integration. National Institute of Mental Health, 2002-2007, SR01MH052662-09, $1,528,047;


Miner-Rubino, K. (Principal Investigator). The Influence of Educational Climate on College Women’s Attrition from STEM Fields: A Three-year Longitudinal Study, National Science Foundation 0936780, $173,600, 2010-2014.


Perez, M. (Principal Investigator). The impact of effortful control and negative affectivity on eating & weight status. NIH: National Institute of Child Health & Human Development. R03 HD058734, $100,000, 2010-2012.

Schmeichel, B. (Principal Investigator). Distinguishing Impulse Strength from Self-control Strength as Causes of Self-control Failure. National Science Foundation 0921276, $374,865, 2009-2013


TRAINING GRANTS:

Bizon, J. (Sponsor for Candi LaSarge-Jendro, Principal Investigator), The Role of Basal Forebrain in Mild Cognitive Impairment, NIH-NINDS National Research Service Award, $58,612, 2008-2010.


Meagher, M. (Sponsor: Graduate Research Fellowship for Elisabeth Good). Exaggerated pain states in Theiler's virus infection. National Science Foundation Graduate Research Fellowship, $85,000, 2005-2008.


Setlow, B. (Sponsor for Nicholas Simon, Principal Investigator). Long-Term Cocaine Effects on Impulsive Choice and Orbitofrontal Cortex Activity, National Institute on Drug Abuse F31 DA023331 National Research Service Award, $58,612, 2008-2010
### Table VII-3. Psychology Editorships and Editorial Board Memberships, 2007-2010

**Editorships**

Jyotsna Vaid, Editor in Chief, *Writing Systems Research*

Brian Stagner, Editor, *Texas Psychologist*

Steve Balsis, Editor, New and Emerging Professionals Section, *Clinical Gerontologist*

Winfred Arthur, Associate Editor, *Journal of Applied Psychology*

John Edens, Associate Editor, *Assessment*

Eddie Harmon-Jones, Associate Editor, *Emotion*

Les Morey, Associate Editor, *Journal of Personality Assessment*

Stephanie Payne, Associate Editor, *Journal of Business and Psychology*

Marisol Perez, Associate Editor, *Clinician’s Research Digest*

Steven Smith, Associate Editor, *Journal of Creative Behavior*

Douglas Snyder, Associate Editor, *Journal of Family Psychology*

**Editorial Board Memberships**

<table>
<thead>
<tr>
<th>Name</th>
<th>Journal Title</th>
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<tr>
<td>Alexander, Gerianne</td>
<td>Archives of Sexual Behavior</td>
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<tr>
<td>Arthur, Winfred</td>
<td>Journal of Applied Psychology</td>
</tr>
<tr>
<td>Arthur, Winfred</td>
<td>Personnel Psychology</td>
</tr>
<tr>
<td>Arthur, Winfred</td>
<td>I/O Psychology: Perspectives on Science and Practice</td>
</tr>
<tr>
<td>Benjamin, Ludy</td>
<td>Psychological Science in the Public Interest</td>
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<tr>
<td>Bergman, Mindy</td>
<td>Journal of Business and Psychology</td>
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<tr>
<td>Bizon, Jennifer</td>
<td>Neurobiology of Aging</td>
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<td>Bizon, Jennifer</td>
<td>Open Aging Journal</td>
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<tr>
<td>Cepeda-Benito, Antonio</td>
<td>Journal of Counseling Psychology</td>
</tr>
<tr>
<td>Cepeda-Benito, Antonio</td>
<td>Journal of Psychopathology and Behavioral Assessment</td>
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<td>Cepeda-Benito, Antonio</td>
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<td>Journal of Counseling Psychology</td>
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<td>Edens, John</td>
<td>Behavioral Sciences and the Law</td>
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<td>International Journal of Forensic Mental Health</td>
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<td>Edens, John</td>
<td>Journal of Abnormal Psychology</td>
</tr>
<tr>
<td>Edens, John</td>
<td>Journal of Personality Assessment</td>
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<tr>
<td>Edens, John</td>
<td>Law and Human Behavior</td>
</tr>
<tr>
<td>Edens, John</td>
<td>Psychological Assessment</td>
</tr>
<tr>
<td>Grau, Jim</td>
<td>Behavioral Neuroscience</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Basic and Applied Social Psychology</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Frontiers in Human Neuroscience</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Journal of Personality and Social Psychology</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Motivation and Emotion</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Personality and Social Psychology Bulletin</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Social Cognition</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Psychological Science</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Frontiers in Perception Science</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Cognition and Emotion</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Personality and Social Psychology Review</td>
</tr>
<tr>
<td>Harmon-Jones, Eddie</td>
<td>Social Psychology Compass</td>
</tr>
<tr>
<td>Lench, Heather</td>
<td>Journal of Happiness Studies</td>
</tr>
<tr>
<td>LeUnes, Arnold</td>
<td>Applied Research in Coaching and Athletics Annual</td>
</tr>
<tr>
<td>LeUnes, Arnold</td>
<td>International Journal of Sports Science and Coaching</td>
</tr>
<tr>
<td>LeUnes, Arnold</td>
<td>Journal of Sport Behavior</td>
</tr>
<tr>
<td>Miner-Rubino, Kathy</td>
<td>Journal of Business and Psychology</td>
</tr>
<tr>
<td>Morey, Les</td>
<td>Assessment</td>
</tr>
<tr>
<td>Morey, Les</td>
<td>Journal of Personality Assessment</td>
</tr>
<tr>
<td>Morey, Les</td>
<td>Journal of Personality Disorders</td>
</tr>
<tr>
<td>Morey, Les</td>
<td>Personality Disorders: Theory, Research and Treatment</td>
</tr>
</tbody>
</table>
B. Faculty Flow: Rank distributions, arrival and departure trends

As shown previously in Table II-1, the department has hired some outstanding young people since the previous external review in 2001, and a number of colleagues have left the department. Twenty-four faculty have been hired as assistant professors since 2001. Of them, three were tenured, with one of those now holding the rank of full professor. Of those assistant professors who left before the end of the probationary period, virtually all were making good progress towards tenure (and thus they were recruited by peer universities). We currently have 13 faculty on course as untenured assistant professors; 3 of these assistant professors (Schmeichel, Bizon, Setlow) have had positive tenure votes at all levels of the university and will be promoted and tenured effective 9/1/2010. Four new assistant professors have been hired and will begin this summer (Fields, Ditre, Worthy, Salter), and active searches for an additional two assistant professors are currently under way, with offers having been extended. In this same ten year period one senior faculty member has been hired as a full professor (Bermudez-Rattoni) and three were hired at the associate level (Harmon-Jones, Blanton, Edens). This pattern of faculty flow has altered the rank distribution of faculty appreciably; as shown in Figure VII-2, we are much less “top-heavy” at the Full Professor level in 2010.
A total of 10 faculty members who were at Texas A&M in 2001 are no longer a part of the faculty. Table VII-4 provides a summary of tenure-track faculty arrivals and departures from 2001 to 2010. In general, most faculty attrition has occurred due to attractive competing offers from peer institutions, or from situations related to family/partner issues.

Table VII-4. Faculty Departures and Arrivals, 2001-2010

Faculty Departures, 2001-2009

<table>
<thead>
<tr>
<th>On Faculty, 2001 (rank in 2001 shown)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nation (Full-BCN)</td>
<td>Deceased</td>
</tr>
<tr>
<td>Norris (Assoc-Clinical)</td>
<td>Resigned, to private practice</td>
</tr>
<tr>
<td>Gleaves (Assoc-Clinical)</td>
<td>Took position at Univ Canterbury, NZ</td>
</tr>
<tr>
<td>Cavell (Assoc-Clinical)</td>
<td>Took position at Arkansas</td>
</tr>
<tr>
<td>Finch (Assoc-Social/Quant)</td>
<td>Resigned, currently at East Carolina</td>
</tr>
<tr>
<td>Wood (Full-Social)</td>
<td>Took position at Duke</td>
</tr>
<tr>
<td>Simpson (Full-Social)</td>
<td>Took position at Minnesota</td>
</tr>
<tr>
<td>Graziano (Full-Social/Developmental)</td>
<td>Took position at Purdue</td>
</tr>
<tr>
<td>Ward (Full-Cognitive)</td>
<td>Took position at Alabama</td>
</tr>
<tr>
<td>Pritchard (Full-I/O)</td>
<td>Took position at Central Florida</td>
</tr>
</tbody>
</table>

Hired and departed since 2001 (rank on arrival shown)

| Barry (Asst-Clinical)                 | Took position at Southern Miss. |
| Blanton (Assoc-Social)                | Took position at Connecticut |
| Newman (Asst-I/O)                     | Took position at Illinois |
| Bortfeld (Asst-Cognitive)             | Took position at Connecticut |
| Koehly (Asst-Quant)                   | Took position at NIH |
| Pham (Asst-Social)                    | Resigned, left academia |
| Doss (Asst-Clinical)                  | Took position at Miami (FL) |

Current faculty arrivals, 2001-2010 (rank on arrival shown)
C. Faculty Diversity

We have made a number of efforts to increase the gender and ethnic diversity of our faculty over the past decade. At the time of the 2001 self-study, our tenure track faculty was 76% male, and included 1 Hispanic and 1 Black/African American faculty member. In 2010, our tenure track faculty is comprised of 63% men and 37% women, with 3 Hispanic, 3 Black/African American, and 1 Native American faculty member; furthermore, we are currently extending offers for a second joint position with the Africana Studies Program and hope to further increase our diversity with this recruitments. Additionally the department is home to a number of faculty that were born outside the US; countries of origin of some of our tenure-track faculty include Japan, Canada, Ghana, India, Israel, Spain, and Mexico.

Our department has made consistent efforts to reach out to groups underrepresented in academic psychology, in an effort to enhance our recruiting at both the faculty and graduate student level. For example, Dr. Cepeda-Benito has announced our positions at the National Hispanic Science Network conference, and our faculty searches have been routinely posted within NHSN newsletter for the last 5 years. Within this National organization Dr. Cepeda-Benito has been a member of the Annual Conference Planning Committee, chair of the Annual International Conference Planning Committee, and chair of the International Research Collaboration Committee. Three of our students (Angelica Rocha, Jeannine Tamez, and Ian Mendez) have been recognized at the conference in recent years, and Dr. Cepeda-Benito recently received a National Service Award from this association. Dr. Cepeda-Benito has also served as TAMU coordinator for the Minority Access to Research Careers - Undergraduate Student Training in Academic Research (MARC-U*STAR), a program of the Office for Biomedical Research and Training at California State University San Marcos. This relationship has served to invite scholars from other universities to Texas A&M University (e.g., Keith Trujillo, a Hispanic neuroscientist). A number of our faculty, including Dr. Perez, Dr. Rosen, Dr. Meagher, Dr. Yamauchi, and Dr.
Cepeda-Benito, collaborate and keep close contact with international researchers located in Spain (Univesidad de Alicante & Universidad de Granada), Mexico (Instituto Psiquiatrico Nacional & Universidad de Guadalajara), Chile (Universidad Autonoma), Korea (Pusan National University), Taiwan (Yuan-ze University), and Japan (Kyoto University; Hiroshima University). In addition, we have invited numerous women and minority scholars to campus and to our department as speakers.

This represents part of a departmental recruiting strategy designed to identify strong scholars from underrepresented groups, cultivate relationships with these scholars, and eventually encourage them to consider applying for positions in our department. These efforts have led in recent years to offers being extended to a number of such scholars, and successful hires including Federico Bermudez-Rattoni (Latino neuroscientist), Sherecce Fields (African-American clinical psychologist), Phia Salter (African-American social psychologist) and Marisol Perez (Latina clinical psychologist). As another example, over the past four years we have actively courted African American women neuroscientists, and as a result Dr. Sandra Garraway is presently in our department serving as a Research Scientist and teaching in our undergraduate program. Since the last review we have been successful in recruiting a number of women candidates to our department. In addition, we have added several new adjunct faculty and research scientists to our department that enhance our diversity, including Farida Sohrabji (Asian/South Asian woman), Rajesh Miranda (Asian/South Asian man) Jane Welsh (British woman), Evelyn Tiffany-Castiglioni (woman), Michelle Hook (Australian woman), and Sandra Garraway (African American woman).

Our department has also put other initiatives into place designed to improve recruitment and retention of scholars from women and underrepresented groups, including designation of three new positions as joint hires with the Womens Studies Program and Africana Studies Programs (with two of these positions filled and an offer currently extended for the second PSYC/AFST position), and a Diversity webpage (http://psychology.tamu.edu/Diversity.php) that describes departmental mentorship opportunities for diversity scholarship. Our parental course reduction policy (see Appendix C3) was designed to provide relief from teaching obligations to faculty members who are the “primary caregivers” to their newborn infant, or to their newly adopted infant or child (up to age 12). Other new initiatives at the departmental level include efforts to invite researchers from underrepresented groups identified during searches to give talks to faculty and undergraduates through Instructional Enhancement funding. In addition, we continue to develop an email distribution list of individuals contacted from underrepresented groups contacted through this search for distribution of future job announcements.

Our efforts to advance diversity resulted in the Department of Psychology as a whole being recognized by the University with a Diversity Award in 2003. Two of our faculty members, Drs. Cepeda-Benito and Dr. Vaid, received individual awards for their efforts to promote diversity. Dr. Meagher received a Texas A&M Women’s Progress Award presented by the Administration and the Women’s Faculty Network in 2004.

**D. Teaching loads**

The standard classroom teaching load for faculty in the College of Liberal Arts is two courses per semester (i.e., a 2/2 load). Many of our faculty are outstanding educators and have been
recognized with both College-level and University-level teaching awards. In an effort to enhance the productivity of our faculty as well as compete successfully in recruiting against our aspirational peers, in 2004 we began granting more liberal teaching reductions in recognition of increased expectations for publication and grant activity. At present, we grant a one-course reduction (i.e., a 2/1 load) to research active faculty who published at least one peer-reviewed article in an ISI-indexed journal during the preceding year. It is possible to further reduce teaching load through course buyout from extramural grant funds; this buyout requires $10,000 of academic year salary from the grant. It is also important to recognize that most tenure track faculty members spend a significant portion of their time on the research education of future scientists.

E. Salary

Descriptive information and ranges for tenure-track faculty across different ranks are presented in Table VII-5. As noted previously, we have made progress relative to our salary structure during the 2001 external program review, with average salaries in the department having increased by roughly 40% over the past nine years. As noted in the Table, our average salary for Full Professors places us at approximately the 70th percentile among doctoral departments of psychology, according to APA 2009-2010 preliminary data. We fall at a similar percentile for Assistant Professors, although our salaries for Associate Professors fall at roughly the 50th percentile. However, if we seek to attain a status among the top 5% of such programs (which would translate in the Vision 2020 goal of attaining “top 10” status among public universities), we will need to compete successfully against current “top 10” universities that are often paying salaries in the 90th percentile and above.

Table VII-5. Salary ranges for Department of Psychology tenure-track faculty, by rank

<table>
<thead>
<tr>
<th>Tenure-track faculty salaries</th>
<th>Assistant</th>
<th>Associate</th>
<th>Full</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAMU Department of Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average</td>
<td>$68,745</td>
<td>$73,889</td>
<td>$123,705</td>
</tr>
<tr>
<td>Maximum</td>
<td>79,150</td>
<td>86,063</td>
<td>149,503</td>
</tr>
<tr>
<td>Minimum</td>
<td>63,000</td>
<td>64,560</td>
<td>76,456</td>
</tr>
<tr>
<td>APA 2010 Survey</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50th percentile</td>
<td>63,000</td>
<td>72,000</td>
<td>103,852</td>
</tr>
<tr>
<td>75th percentile</td>
<td>69,956</td>
<td>81,103</td>
<td>128,968</td>
</tr>
<tr>
<td>90th percentile</td>
<td>76,109</td>
<td>91,757</td>
<td>162,011</td>
</tr>
</tbody>
</table>

Source: 2010 Preliminary American Psychological Association Salary Survey for Doctoral Granting Institutions, Table 4

F. Merit Evaluation

Our criteria for Merit Evaluation were adopted in 2003 and the guidelines for this evaluation are presented in Appendix C2. The format for the annual evaluation involves an assignment of scores toward a target maximum of 100 points, with the understanding that an additional 10 points may be assigned as "extra credit." The purpose of the extra credit is to reward exceptional merit in any of the three evaluative categories, research, teaching, and service.

The assignment of points is based on merit in each of the three evaluative categories: research, teaching and service. The research category has a maximum of 60 points, divided with 35 points points for scholarship and 25 points for grant activity; the teaching category has a maximum of
30 points; and the service category has a maximum of 10 points. Expectations of performance in these areas differ for different ranks.

All faculty members are reviewed independently by a three-member departmental Evaluation Committee as well as by the Department Head. In recent years, the procedure has members of the Evaluation Committee meeting to assign a consensus number of points based upon their individual ratings; a similar point assignment is conducted independently by the Department Head. For the most part, total point assignments (out of 100) between the independent ratings of the Committee and the Head demonstrate strong convergence; correlations between these independent ratings were .96 for 2008, .88 for 2007, and .97 in 2006. The two scores have then been averaged to compute a standardized evaluation score that represented the standing of any particular faculty member relative to the department average, expressed in standard deviation units (i.e., mean of 0, s.d. of 1). The total department regular merit pool has then been divided, with one portion to be assigned on the basis of a percentage increase in salary (typically 75% of the pool), and the other portion to be assigned on the basis of a dollar increase (typically 25% of the pool). This decision was made in an effort to balance the tendency for purely percentage-based increases to exacerbate salary compression at the mid and low end of the salary spectrum. The standardized evaluation score is then used to directly assign merit raises in percentage and dollar increases, respectively, using the base departmental raise amount to determine the mean raise around which scores will vary.
IX. Major Challenges

After carefully reviewing our 2001 self-study, the report from the 2001 external review team, and the data presented in this 2010 self-study, we believe that we have made significant progress in many respects. We have hired and developed faculty who are quite productive, highly cited, and nationally recognized; our publication productivity and grant funding have each increased by roughly 250% since our last review; and we have put mechanisms into place to both clarify our expectations of faculty as well as provide appropriate incentives to help us reach our goals. However, to make the next steps towards our goal of being recognized as a premier Department of Psychology, we feel that there are important structural challenges to surmount. We view the following as the major challenges to the Department, and by extension to the College of Liberal Arts and to the University, in the very near future.

A. Space

Our current building was designed for us in 1983, when we had 406 majors, 4 graduate students (our first class of entering doctoral trainees), 24 tenure-track faculty, 5 staff members, and an average undergraduate section class size of 20 students. We still reside in this building, which has 27,504 assignable square feet dedicated to our department. However, we are not the same department as we were in 1983—we now have 1,200 to 1,400 Psychology majors (making us the second largest major in the university), 500 minors, 46 tenure-track faculty lines, 90 graduate students, and we conduct research that accounts for 10%-15% of all NIH grants to TAMU.

The resulting space shortfall has been recognized in numerous university studies. The 1991 Space Study conducted by the Office of Planning and Institutional Analysis recognized that the Psychology Building was no longer adequate for the needs of our department; a shortfall of 45,278 square feet by the year 1996 was estimated in that study. However, progress in subsequent years was largely limited to the allocation of individual rooms scattered across other campus buildings. A 2003 Academic Space Needs Analysis for Texas A&M, conducted by Paulien & Associates (see Appendix D1), noted that within the College of Liberal Arts, which was estimated to have a 47% space shortfall overall, noted that “Psychology is located in five buildings. The largest perceived need for space is in Psychology followed by the Social Sciences.” The lack of progress is evident in the current SNAPS (March, 2010) draft space needs assessment (provided by James Massey from the TAMU Office of Facilities Coordination; see Appendix D2), which indicates we have 53% of the space needed to meet our missions. Data from this SNAPS report are instructive as an elaboration of our space issues. The breakdown of departmental space, as currently allocated for various purposes, is summarized in Table IX-1.

<table>
<thead>
<tr>
<th>Space Use Category</th>
<th>Assignable Sq. Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offices: Administration, Faculty, and Staff:</td>
<td>10,233</td>
</tr>
<tr>
<td>Teaching Laboratory/Conference</td>
<td>940</td>
</tr>
<tr>
<td>Research Laboratories</td>
<td>17,581</td>
</tr>
<tr>
<td>Special Use (includes Clinic, Advising, Animal Care, TA offices, storage, etc.)</td>
<td>8,699</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>37,453</strong></td>
</tr>
</tbody>
</table>

Source: Texas A&M SNAPS Space Needs Assessment, Office of Facilities Coordination Fall 2008 data

The above compilation includes space assigned to the Department of Psychology in the
Psychology Building (which has 27,504 assignable square feet), as well as in the Peterson Building, the Old State Chemistry Building, Legett Hall, and the Anthropology Building; it does not include space in the Interdisciplinary Life Sciences Building (which will include some offices and laboratories for current Behavioral and Cellular Neuroscience faculty) anticipated to come online in Fall, 2010.

Since the last external review panel convened nine years ago, the Department has experienced markedly increased pressure on space for research laboratories, particularly with respect to the amount of available space. The expansion of research groups, addition of new faculty members, and the need to house more instrumentation have contributed to this situation. An issue of particular concern has involved the effects of our space shortfalls on the recruiting and retention of faculty, and the effects of dispersing our faculty laboratories to various locations across campus, impeding interactions among faculty and graduate students from different labs and in some instances requiring individual faculty to maintain separate labs in two or three different locations.

To underscore this issue, across the department as a whole, our 17,581 sq. ft. of lab space divided across 43 current tenure-track faculty members amounts to 409 sq.ft. of lab space per faculty member (which does not even include 2 additional pending offers). By means of comparison, a recent survey of peer research institutions conducted by North Carolina State (reported on the listserv of the Council of Graduate Departments of Psychology, or COGDOP) reported an average Net Assignable Square Feet (NASF) per faculty member of 1,422, with a low of 968 and a high of 2,063. At Syracuse University, an architectural firm developed a "macro-plan for space enhancement," and based on data from national surveys, they established a "psychology department standard" of 1,300 NASF per faculty member. Another COGDOP survey conducted in 2002 showed remarkable consensus that "1,300 NASF is a good estimate" of assignable space per psychology department faculty member. A final comparison close to home is found at the University of Texas, a university and department of similar size to ours, which in 2002 dedicated the Seay Psychology Building, which has 175,000 gross square feet. By contrast, the Texas A&M Psychology building has 48,215 gross square feet, and 8,700 sq.ft. of this total (comprising our four largest classrooms) that had previously been Departmental space is now controlled by the University Registrar and not by Psychology—meaning that classrooms that we previously were able to use for group interaction studies or questionnaire/survey research are now filled with university classes 50+ hours per week.

In response to these space challenges, the Department has made extensive use of shared research space whenever possible; thus, for example, we maintain networked computer laboratories and interaction rooms with video recording capability that can be used by a number of different investigators from different research areas. As a result, it is difficult to present a precise allocation of space across different departmental program areas. Table IX-2 provides such an approximation of research space breakdown across doctoral program areas, with a proportional assignment of shared space to those programs typically using that space. It should be noted that these figures can be misleading, as they also include space that may be used in support of research (e.g., Psychology Clinic testing rooms, animal care and holding rooms) that are not directly useful as research laboratories and are not included in our laboratory space allocation described in Table IX-1 above. Nonetheless, these numbers make our space issues quite
apparent—not a single program area reaches the target 1,300 sq.ft./faculty member described above, and in some cases we do not even attain 25% of this target figure.

Our Clinical program is particularly noteworthy in this regard, as the designated space for the Clinical program includes training clinic resources as well as lab space for clinical research. In an unsuccessful 2003 proposal for a vacated 10,000 sq.ft. facility on campus that we felt could serve as a clinical research center, we conducted a comparative study of peer institutions. We found that the total space for clinical training and research per clinical faculty member was lower for the clinical psychology program at Texas A&M University than for any peer institution identified by either the university’s Vision 2020 statement or by the College of Liberal Arts—and was less than one-third the average of 12 peer institutions for whom data were available. Since that time, we have only succeeded in adding a few individual laboratory rooms, in three other buildings on campus, to the total space available to the clinical program. As noted previously, concerns over available space was virtually the only negative feedback in the recent 2009 APA accreditation review of our Clinical program.

Table IX-2. Research and support space for six Psychology doctoral program areas.

<table>
<thead>
<tr>
<th>Doctoral Program Area</th>
<th>Approx. Space, labs and support areas</th>
<th>Number of Tenure-track Faculty</th>
<th>Square foot/faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behav Cell Neuroscience</td>
<td>9,707</td>
<td>8</td>
<td>1,213</td>
</tr>
<tr>
<td>Clinical</td>
<td>3,296</td>
<td>10</td>
<td>330</td>
</tr>
<tr>
<td>Social</td>
<td>3,176</td>
<td>9</td>
<td>353</td>
</tr>
<tr>
<td>Cognitive</td>
<td>2,061</td>
<td>5</td>
<td>412</td>
</tr>
<tr>
<td>I/O</td>
<td>2,905</td>
<td>6.5</td>
<td>447</td>
</tr>
<tr>
<td>Developmental</td>
<td>1,530</td>
<td>2</td>
<td>765</td>
</tr>
</tbody>
</table>

Prospects for substantial relief of space shortages over the next five years are limited. One very positive development is that effective Fall, 2010, we stand to gain roughly 6,000-7000 sq.ft. of laboratory and office space in the newly completed Interdisciplinary Life Sciences Building (ILSB). This new space will house offices and labs for three current Behavioral and Cellular Neuroscience faculty, one incoming Neuroscience Full Professor (Dr. Federico Bermudez-Rattoni, former Head of Neuroscience at the National Autonomous University of Mexico), and one high level senior behavioral neuroscientist to be hired. This is a state-of-the-art structure; we are excited about our participation in this interdisciplinary building and appreciate the support of upper administration in seeing this plan come to fruition. However, the ILSB does not provide a substantial solution to our problems; the “backfill” of office and laboratory space from those moves is necessary to simply provide faculty offices and minimal research lab space for up to 6 new hires that will begin in Fall 2010 (three of whom are already hired and are included in the calculations in Table IX-2). Furthermore, as is evident in Table IX-2 above, our current space needs (while marked in all areas) are most acute in programs with research laboratories involving human subjects.

Although we have made some gains in small increments since our last external review in 2001, we need revolutionary change in our space situation. Such change could be accomplished in a number of ways, although some strategies have greater feasibility than others. Obviously, a new building dedicated to Psychology that included the approximately 68,002 net assignable square feet mentioned in the SNAP report would be the optimal solution, as this would allow us to
consolidate all of our offices and laboratories in a single location, in space specifically designed for our purposes. Although such a solution would be ideal, the prospect of the University constructing such a building appears unlikely in the near future.

A second significant solution would be the construction of a Psychology Research Building immediately adjacent to the existing Psychology building, perhaps in the parking lot located immediate west of our building. If such a building included 25,000 to 30,000 assignable square feet, it would allow us to close the gap with our measured shortfall. It should be noted that we prepared a Letter of Intent to request funding for such a building in response to a limited submission Department of Commerce Recovery Act NIST Construction Grant Program in June, 2009, but the University selected a different proposal to go forward to the Department of Commerce.

A third strategy, and perhaps the most immediately feasible of these options, would involve reallocation of an existing building as a Psychology Research Building, preferably one in close proximity to the current Psychology Building. The Psychology Building is located within a section of campus known as the Academic Quad, and the Campus Master Plan identifies this area as a central core for the units of the College of Liberal Arts. Certain buildings in close proximity to the current Psychology Building could provide significant assistance in expanding our research capacity while allowing greater consolidation of our faculty, such as the adjacent Nagle Hall (19,837 NASF), currently occupied by the College of Agriculture; or the soon-to-be vacated Beutel Hall (29,053 NASF), current home to Student Health Services. Beutel Hall in particular offers interesting possibilities, as Student Health Services are scheduled to eventually move to larger facilities. Given its current function, this building is already configured in a manner that would provide quality facilities for those human research programs that involve clinical or community participants—research programs that include virtually all of our program areas with the exception of Neuroscience. Furthermore, this building is located in the heart of the Academic Quad and is also located directly across the street from the Interdisciplinary Life Sciences Building, home to some of our Neuroscience faculty beginning Fall, 2010. At 29,053 net assignable square feet, Beutel Hall provides a close approximation to the square footage shortfall (estimated at 32,791 sq. ft.) described in the 2010 SNAPS Space Needs Assessment draft report. Designation of this building as Psychology research laboratory space would allow us to consolidate several of our geographically dispersed laboratories into a consolidated area, while also granting us the opportunity to address our serious research laboratory space shortage and freeing up space within the main Psychology Building for much needed additional space for faculty offices, administration, and advising.

B. Graduate Assistantship Support

As mentioned previously, standard departmental stipends for graduate students involve a $1,250/month stipend, with tuition remission (not including fees) for a minimum of four years, presuming the student remains in good standing. Departmentally supported students receive individual health insurance in the form of a special student policy; married students or students with families must pay a substantial additional amount for coverage for their dependents. Graduate students supported on faculty grants must have their tuition paid by the grant, but are still eligible for university student health insurance. At present, students supported by external fellowships (e.g. NRSA, Ford Foundation, APA Fellowships) are considered by our Research
Foundation as independent contractors and thus not eligible for tuition or insurance benefits. As noted earlier, this provides an undesirable disincentive for our most ambitious students to apply for these prestigious and competitive awards, and with the assistance of our Office of Graduate Studies we continue to attempt to find an enduring solution to this issue.

As described in Section IV, the Department has not received an increase in the base budget allocation for graduate student support since 2005. As a result, graduate stipends have stagnated, while student fees have increased, increasing our students financial burden. We have had success in securing additional support for students through externals sources such as NIH/NSF grants, contracts, and fellowships; for example, in 2008-2009 our base graduate allocation covered only 42% of our graduate student expenditures, relative to 65% in 2003-2004. We continue to have this as a priority in developing our program. However, external sources of funding for graduates students are fluid and unpredictable, and admissions must be made with a view to commitments of 4-5 years of funding for incoming trainees. Only base budget funds provide a predictable foundation from which admissions decisions can be made, which helps explain why we have only had a modest increase in our number of graduate students despite significant growth in number of faculty members, in grant funding, and in our undergraduate teaching responsibilities.

C. Basic Operational Support

In a time when demands upon the Department are steadily increasing—resulting from more faculty, increasing enrollment and addition of course sections, increasing grant success and research productivity, as well as from exponentially expanding financial, compliance, and reporting obligations—our level of staff support has not appreciably increased and our base level of operating fund support has dwindled. Our office staff are sufficiently burdened by other responsibilities to the point that there is minimal clerical and office support for faculty members, and our advising office struggles to provide the minimum mandated services to our large contingent of undergraduate majors. We have worked to be resourceful in meeting operational demands using temporary sources of funds, but by definition such funds are unpredictable and detract from our ability to provide amenities upon which our faculty can count—such as colloquium support, conference travel, or bridging funds.

D. Faculty Hiring/Retention

The Department has made some superb hires, although our success ratio in new faculty hires varies from year-to-year and from area to area. All of the issues discussed previously—space, graduate student support, base funds for supporting faculty development—impact our ability to recruit the most promising young faculty. In these recruitments, we are often faced with additional challenges, such as those posed by partner placement or dual-career situations, or by the perceived ambience of College Station, Texas. We also face similar challenges in seeking to retain our most promising faculty for many of the same reasons.

We believe that we have made important strides that better position us to retain key faculty, including developing an increased sense of collegiality and collaboration across the Department. However, it is vitally important that we make headway on the key issues described above—
infrastructure, graduate student support, and basic operational support—to further help us in our efforts to develop and retain outstanding scholars. It is both costly and demoralizing to invest heavily in our faculty, see them mature into academics with a strong national reputation, and then lose them to a competitive peer institution offering research infrastructure or support that we cannot match. Given the current College of Liberal Arts policy of retaining 20% of the salary of any departing senior faculty, we too often face a Sisyphusian situation where we invest heavily in startup funds and protecting time for junior faculty, only to lose both the person and 20% of the replacement cost just as we begin to see the return on our investment. Although faculty will come and go in any department, we see retention as a particular issue for our progress to increased national prominence, given that most of our hires have been and will continue to be (barring College policy changes) at the junior level.

E. Department Leadership

Les Morey is currently in the final year of a four year term as Department Head and has indicated that he does not wish to serve an additional term. The process is currently underway for an internal search to identify the next Head. Because of the extensive administrative responsibilities involved in overseeing one of the larger departments on campus, it is difficult to recruit a candidate from the ranks of our productive senior faculty, as the associated duties clearly have an adverse impact on one’s research program. This situation is exacerbated by resource limitations that constrain availability of staff support to handle the ever-increasing financial, compliance, and reporting responsibilities faced by the Department. Realizing the promise and meeting the challenges described in this report will require skilled leadership from the next Head, but it is not clear how to facilitate recruitment of one of our senior faculty to this important position.
X. Cited References


Appendix A1

Report of the External Review Team

2001 Departmental Program Review
External Review of the Graduate Program of the Psychology Department at Texas A & M University

Peter E. Nathan, University of Iowa, Chair
Richard E. Petty, Ohio State University
J. Bruce Overmier, University of Minnesota

October 28-31, 2001

Preamble

The external review of the Graduate Program in the Department of Psychology was performed at the request of Dr. John R. Giardino, Dean, Office of Graduate Studies, and coordinated by Ms. Laura Welsh, Office of Graduate Studies and by Dr. Ludy Benjamin, Chair of the Psychology Department Doctoral Program Review Self-study Committee. The review began the evening of Sunday, October 28, 2001, with an External Review Team planning meeting. It concluded at noon on Wednesday, October 31, 2001, after a series of preliminary oral reports to central administrators, the Liberal Arts Dean, and departmental faculty, staff, and students.

Prior to the visit, each Team member received a copy of the comprehensive “Psychology Doctoral Program Self-study,” dated October, 2001, the Graduate Student Handbook 2001-2002, the By-Laws of the Department, and the catalog of the Graduate School of Texas A & M University. Upon arrival, Team members also received a copy of the University’s strategic plan entitled “Vision 2020,” full CVs for all members of the Department, and course syllabi for most graduate level courses. During the visit period, Team members also received a copy of the draft “2020 Document for the Department of Psychology” and several tables and sets of Departmental and comparative data covering salaries, teaching, TA/RAs, student numbers, etc.

The formal review precisely followed the detailed specified procedures laid out by the Office of Graduate Studies guidebook, “Doctoral Program Review Guidelines”. It began on Monday, October 29, at 7:30 am with an Entry Meeting with Dr. Ronald G. Douglas, Executive Vice President and Provost and Dr. Rick Giardino, Dean of Graduate Studies. The Team then met with Dr. Charles A. Johnson, Dean of the College of Liberal Arts, Dr. Ben M. Crouch, Executive Associate Dean, and Dr. Larry Oliver, Associate Dean.

Departmental visits started late Tuesday morning with a meeting with Dr. Paul Wellman, Head, and continued with a working luncheon with the Department Doctoral Training Area Coordinators, Drs, Winfried Arthur, John Finch, James Grau, William Graziano, Douglas Snyder, and Steven Smith. The afternoon of the first day and the morning and early afternoon of the second day were devoted to one-hour meetings with small faculty groups associated with each of the six doctoral training areas within the Department’s graduate program, Clinical, Industrial/Organizational, Cognitive, Social, Developmental, and Behavioral Neuroscience, in that sequence. Late Monday afternoon,
the Team met with three clusters of about 20 graduate students each, each hosted by one Team site visitor. These meetings were followed by a general faculty reception and, later, by a dinner with the Head and a few members of the Self-Study Committee. Tuesday morning included a very brief tour of facilities, limited almost entirely to the Psychology building and one cluster of student offices in another building; we were unable to visit more remote campus facilities in other buildings upon which the current program is dependent. Tuesday noon, Team members attended a luncheon meeting with the Department staff hosted by Ms. Lorie Lapaglia. The Team then had a second opportunity to meet with the Department Head alone. Following that meeting, at a remote non-departmental location, time was provided for department faculty, students, or staff to have private meetings with the Team members as a group or one-on-one. Several individuals took advantage of that opportunity. Taken together, the Team had substantial direct interaction with all parties.

Tuesday night, the Team prepared its preliminary report, which it then presented orally at a Wednesday morning Exit Meeting with Provost Douglas, Dean Giardino, Dean Johnson, Associate Dean Crouch, and Associate Dean Oliver. The Team then reviewed the oral report with Department Head Wellman, and presented it again at an open meeting of the full Department, including faculty, staff, and students, totaling about 60 persons. There was a wide-ranging discussion at that meeting. A final meeting with Dean Johnson allowed follow-up on some issues before completion of the review at noon on Wednesday.

Unfortunately, Dr. Richard Ewing, Vice President for Research, was unable to attend either the Entry Meeting or the Exit Meeting, nor did the Team have an opportunity to meet with him at all during the visit. Dr. Ewing should be afforded an opportunity to personally visit the research venues of the Department of Psychology to gain the appreciation for the scope of departmental faculty research the Team was unable to provide him.

Throughout, the External Review Team members were afforded every courtesy and complete cooperation. All requests for information were fulfilled. More importantly, meetings and conversations were informal and relaxed, and all participants were as forthcoming and candid as could be expected. Accordingly, we feel secure that the observations from the review are accurate and objective and that the resultant recommendations are likely to be relevant to the Department’s future growth and development.

Brief Departmental History

The founding of the Department can be traced to 1940, when the academic disciplines of psychology and education were jointly established within a single unit. The Department of Psychology achieved independent status in 1969 and experienced especially strong growth in the 1980s, in common with psychology departments around the country at that time. As a measure of this growth, the department reported 400 majors in 1980 but, by 1990, that number had grown to 1300 majors; today, departmental majors
number about 1400. Similarly, in 1980, faculty in the department numbered 19, while in 1995 that number had climbed to 37; at present, departmental faculty number 31. In the midst of this growth curve, the department moved into a renovated physics department in 1988.

Doctoral degrees in clinical psychology, industrial/organizational psychology, and experimental psychology were first offered by the Department of Psychology in 1983. The department now offers the Ph.D. in six areas: clinical psychology, industrial/organizational psychology, social psychology, behavioral neuroscience, cognitive psychology, and developmental psychology. The current size of faculty in those areas ranges from 2.5 (in developmental psychology) to 10, of whom two are not on tenure track (in clinical psychology). The graduate student body numbers about 65 students.

Current Trends in the Discipline of Psychology

Psychology as a formal discipline in America dates from the late nineteenth century, coming into bloom as a separate doctoral level discipline in the very early twentieth century. The discipline was primarily an academic one, although significant applications of psychology in the form of testing and selection arose during World War One (and again in World War Two). From its earliest beginnings as a separate discipline, the academic enterprise was primarily a small empirical one, although the tools were simple and rudimentary by any standard. Most psychologists were employed in this academic domain.

Following World War Two, psychology began explosive growth and a transformation in where psychologists were employed and what they did. During this period of growth, the numbers of psychologists in the academy grew and differentiated into specialties (experimental/behavioral/physiological psychology, cognitive psychology, social psychology, developmental psychology, etc.), but their numbers grew much less rapidly than those engaged in the applications of psychology to mental health (clinical psychology), industry and productivity management (industrial/organizational psychology), personnel selection (differential psychology), design (human factors psychology), etc. Today, more than 75% of all psychologists are directly involved in applied psychology. However, many practicing clinical psychologists now receive a Psy.D. from a school of professional psychology rather than a Ph.D. from an academic department. Although academic psychology departments also train psychologists who will work in applied settings as well as academic ones, the national reputation of academic departments awarding a Ph.D. derives not from the number of psychologists they contribute to this applied mission but from the quantity and quality of its empirical research contributions (primarily through peer reviewed journals) and the numbers of its graduates placed in high quality academic settings. At the same time, the program might well wish to continue its successful efforts to provide productive and useful clinical psychologists to the region, even as it strives as an academic department for greater national visibility.
Moreover, the growth of the academic psychological enterprise has been accompanied with a differentiation in its methods from the traditional social sciences with which it has traditionally been grouped. This psychological empirical enterprise is increasingly a complex laboratory enterprise with intensive equipment and laboratory needs, more like a traditional natural science. Indeed, as a consequence, some universities, such as the University of Iowa and UCLA, actually have moved psychology to their college of natural or life sciences. Coincidentally, this change in character of the psychology research enterprise increasingly necessitates extramural funding. Happily, the number and range of external funding opportunities for psychologists has increased markedly, especially at the National Science Foundation and the National Institutes of Health, as well as at other federal agencies. In the top 30 psychology departments, it is common and the expectation that 75% or more of the psychology faculty (beyond their first two years in rank) will be funded externally with grants that carry full indirect costs.

Relationship of the Department to others in the College

Most of the research relationships psychology department faculty have with other colleagues in the University are not with those in the College of Liberal Arts but with Texas A & M colleagues in education, medicine, business, and engineering, as well as psychologists and others at other universities. At the same time, a number of the psychology faculty interviewed spontaneously noted their conviction that they could profitably increase interdisciplinary contacts with others in the university community.

State of the Department

Overall Departmental Strengths

The psychology department has a number of notable strengths. First, several faculty are nationally recognized for their research contributions, and one faculty member is nationally known for his contributions to the teaching of psychology. These faculty are producing high quality scholarship, bring needed visibility to the department, and form a core on which to build. The top faculty especially, but also others in the department, have been successful in seeking outside funding. External funding to departmental faculty has doubled in the past decade. This is an excellent trajectory and shows promise for the future. Faculty have also been entrepreneurial in seeking funding wherever it might be found. Grants have been obtained from the normal federal sources, but it is also impressive that faculty have aggressively sought internal funding, and funding for students and other projects from local sources.

In an age of increasing interdisciplinary work, it is noteworthy that the A&M faculty have been actively involved in work that cuts across colleges. Prominent faculty collaborations include but are not limited to the Colleges of Veterinary Medicine, Medicine, Education, and Engineering. In addition, faculty have visions of possible collaborations or centers of excellence in areas such as health, and a university wide initiative on children and families.
With respect to faculty rewards, it appears (with just a few exceptions) that the top performing senior faculty have been rewarded with competitive salaries. This policy is commendable as it is far more efficient to retain one’s best faculty than to continually recruit senior faculty externally. Salaries for assistant professors are also competitive and this is important when A&M attempts to compete for the best faculty nationally.

Another strength of the department is that the quality of the graduate students is good. A number of students have been attracted to A&M in order to work in the labs of particular faculty. As departmental quality is enhanced, this trend will continue and graduate student quality will be further enhanced. It is impressive that the department has committed itself to fully funding all graduate students for four years. At some other universities, although most or all students are funded eventually, arrangements are made from year to year and students do not have the security of four years of funding. With respect to graduate training, graduate students report high quality mentoring relationships with their faculty advisors. Finally, students’ career goals tend toward careers in applied settings rather than academic ones, and students are routinely placed in settings that are commensurate with their goals. Some students – especially in the social psychology program – have been successful in obtaining employment in academic settings as well.

Although faculty are justifiably concerned about the quantity of space available to conduct research, it appears that the quality of the space in the main psychology building is of good quality. Recent renovations to and refurbishments to labs and the psychology clinic make for a generally pleasant and attractive environment. It also appears that the staff is of good quality and that the morale among the staff is high. This also contributes to a favorable working environment for faculty and students.

Finally, we note that the department has fared well in the periodic external accreditation reviews of the clinical program conducted by the American Psychological Association. The psychology clinic also provides an outstanding service to the university and local community.

In short, we find that there is a good foundation on which to build. With the investment of some additional resources, guided by a focused plan, the department will pay dividends to the university.

**Overall Departmental Weaknesses**

Despite these notable strengths, the Department of Psychology at TAMU is also a department with many disaffected faculty who are, as a consequence, generally not optimistic about the ability or the resolve of the department to overcome differences, make hard decisions, and move forward in a constructive and collegial fashion. Some faculty members are pessimistic about the department’s future and some faculty are not eager to remain at TAMU.

Departmental faculty have a notable and extensive recent history of inability to come together to make decisions for the common good of the department as a whole,
choosing instead to work toward enhancements of individual graduate areas, when possible, or individual faculty enhancements. The Review Team emphasized its conviction that the department would be unlikely to be able to move ahead, in line with Vision 2020, unless it could work toward the common good, rather than individual faculty or area advances alone.

Limited space, especially for research laboratories for new faculty hires, is a very substantial problem. Until it is solved, bringing on new, research-active faculty who require significant laboratory space will continue to be a vexing problem.

Although the present graduate student cohort is composed of good, strong students, a substantial increment in graduate student stipends and additional externally funded research opportunities are required to attract even stronger students to the graduate programs in psychology at TAMU. A move into the top 30 psychology departments would require such an enhancement in graduate student quality overall.

Strengths and Weaknesses of the Department’s Graduate Program Areas

The graduate program of the Department of Psychology has six distinct areas of specialization: Behavioral Neuroscience, Clinical, Cognitive, Developmental, Industrial/Organizational, and Social Psychology. Most but not all faculty in the Department are associated with one of the areas of specialization, and most but not all faculty formally associated with the areas of specialization contribute directly to the training of graduate students as research/thesis advisors. The fact that some individuals do not participate in the work of the areas negatively impacts the effectiveness of the graduate program as a whole and especially so in selected areas.

The review committee has an overall concern about the graduate program’s recruitment materials. Specifically, they need freshening, integration, and attention to consistency of message and style so as to be more attractive and more persuasive. Departmental faculty might gather such materials from the programs they consider competitive with their own to compare their appeal, the degree of information they impart, and the excitement they engender. Doing so might help in the process of enlivening the information the department and its areas currently provide prospective graduate students.

Behavioral Neuroscience

The Behavioral Neuroscience (BN) area is staffed by three faculty fully committed to the area and two faculty committed half to BN and half to the Clinical Psychology graduate area. An ongoing search for an additional BN faculty person is currently underway. This specialty area is just a decade old at TAMU, and has only been producing PhDs since 1995. Some of the BN faculty are core participants in the new TAMU initiative in Neuroscience.
**Strengths.** The faculty in Behavioral Neuroscience are well published in major peer-reviewed journals. Area faculty have generated several million dollars in extramural research awards over the last five years; some of these projects also involve faculty from other departments (e.g., medical anatomy, veterinary anatomy, immunology). The program is well structured. It requires intensive research and interdisciplinary training of its students, both of which seem to be well managed; students are well pleased with their training. Moreover, PhD training is accomplished in a timely fashion (average 4.5 years to completion), and students are well placed in postdoctoral positions in excellent places. The faculty in Behavioral Neuroscience are aggressively pursuing working linkages across the campus and seem to have a vision for BN at TAMU that should bring credit to the University.

**Weaknesses.** The major weakness of the program is suitable space to accommodate the current faculty’s expanding research programs, much less the research programs of new and anticipated faculty. This problem is a severe challenge that may prove limiting despite national opportunities for exciting hires in this area. Current space arrangements at multiple sites that are widely distributed (a mile away) impede faculty and students, and perhaps more importantly take both away from critical interactions within the department. The need for incremental proximal space is very pressing. While the BN group has almost reached the critical mass necessary to mount a top 10 program, it is not yet quite there. While no BN program can cover all areas, currently uncovered yet important areas include affective behavioral neuroscience, developmental behavioral neuroscience, and cognitive neuroscience.

Another concern is the low level of departmental commitment to the support of students in this area; this seems incommensurate with the dynamic contributions and opportunities in the BN area. At the same time, the program needs to recruit the high calibre students that can effectively train more aggressively.

**Conclusions.** BN at TAMU is an increasingly successful program area that offers excellent training and fosters high quality research. Additional faculty strength, University resources, and, especially, high quality research space here would likely pay dividends for the department and the university. Additional investment in this area would be as cost-effective as investment in any area in the department.

**Clinical Psychology**

The Clinical Psychology program at TAMU has been fully accredited by the American Psychological Association since 1988; it was reaccredited in 1997. It is the largest graduate area in the department, with six fulltime tenure-track faculty, two halftime tenure-track faculty, and two non-tenure-track faculty, one of whom is clinic director. This training area also has the largest number of graduate students in the department; typically, these students have GPAs and GREs that are among the highest in the department and college. The program has awarded 61 PhDs since its initial accreditation; this number is the largest in the department.
**Strengths.** Most of the faculty in clinical psychology are research active: five of the eight tenure-track faculty have garnered external support for their research. External research grants awarded clinical faculty since 1996 total almost $2.4 million. These faculty have also been quite productive: since 1996, they have produced over 200 scholarly publications, including books, invited chapters, and articles in refereed journals. Moreover, clinical faculty members serve on a variety of major journal editorial boards, have received a number of TAMU research and teaching awards, and have held leadership positions in national scientific groups.

As is the case nationally, the graduate students in clinical psychology at TAMU are carefully chosen: about six students a year are chosen from over 150 applicants. Moreover, their GREs and GPAs, as noted above, are quite high, among the highest in both the department and the College of Liberal Arts. Since 1996, clinical psychology students have co-authored more than 135 scholarly publications and have presented more than 210 papers at professional or scientific meetings; this record is especially notable, suggesting that clinical psychology students at TAMU are well-mentored in research. By virtue of support arrangements with community agencies, as well as the presence of the psychological clinic, the typical clinical psychology student receives more than 2,000 hours of supervised clinical experience before the internship, substantially higher than students at many other PhD programs in clinical psychology receive. In this regard, the clinical psychology program operates a psychological clinic that serves both the university and the community. It is regarded by many as a very important mental health resource in the College Station/Bryan community.

**Weaknesses.** In common with faculty in other areas of the department, some clinical psychology faculty at the associate professor level suffer from salary compression and inversion. One result is that several productive clinical faculty at the associate professor level are earning little more than what several current assistant professors are earning. Another is that the gap between associate and full professors has increased markedly, approximating $40,000., in some instances. In such cases, there is serious concern that these faculty will leave for programs which offer them higher salaries and comparable work environments.

Another problem clinical psychology faculty at TAMU share with clinical psychology faculty elsewhere is the problem of teaching load (e.g., 2 + 2 courses) when the faculty person is both research active and an active clinical supervisor. Given the premium the area puts on very extensive supervised clinical experience, these demands in some instances almost certainly cut into available research time.

Again, in common with faculty in other psychology areas at TAMU, space for research – in this instance, clinical research – is severely constrained. Clinical faculty worry that proposals for externally-funded clinical research grants will be constrained by this familiar space problem.

A final problem facing the clinical psychology program is that the current size of the faculty and the current size of the newly-admitted graduate student cohort in clinical
psychology are mismatched. The program feels it needs to admit 8-10 students a year rather than the 5-7 it currently admits. While the program receives enough high quality applicants to do so, the department cannot offer sufficient competitive financial aid to do so. Hopefully, as clinical psychology faculty attract more external funding, the additional students can be supported, as is the case in many clinical programs elsewhere, from research grants.

**Conclusions.** Both students and faculty in the clinical psychology program are strong. Were the program’s problem areas to be addressed successfully, it is entirely possible the program could move toward top 20 status nationally.

**Cognitive Psychology**

The Cognitive psychology graduate training area emerged from the original undifferentiated General psychology program started in 1980s. Cognitive psychology is a core training area for any contemporary psychology program that aspires to national prominence. The area has 5 faculty fully committed to training of graduate students in the specialty area of Cognitive; there is an additional part time NT faculty person teaching in this area.

**Strengths:** The group fairly spans much of the broad domain of Cognitive psychology enabling it to give solid training in the specialty. The training follows the apprenticeship model. The faculty are regular publishers in well regarded peer reviewed journals. Some extramural grant support has been won by some members of the area faculty.

**Weaknesses:** The area needs administrative leadership. Additionally, the area faculty need to become more aggressive in their grant activity. While the area has some contacts across the university, the opportunities there are not fully exploited. Numbers of completed PhDs (average of 6 years to complete) seems to be declining in last couple of years. The need for a critical mass of students in the area is clear; more student support and aggressive recruiting is essential. There are aspects of modern cognitive science (e.g., cognitive neuropsychology and neuro-imaging and recording) that are not covered, but this seems well beyond the resources of the TAMU-College Station Campus.

**Conclusions:** This is a sound area of graduate training and reasonably staffed. The area could be strengthened by the full or partial affiliation of Dr. Teresa Wilcox (now affiliated with the Developmental area) who could contribute needed strength in lower-order cognitive processes. However, the area is not poised to become a top 10 program in Cognitive science.

**Developmental Psychology**

The developmental psychology program has been offering the Ph.D. for a little over ten years. The program currently consists of 3 participating individuals (with one person essentially being half time for 2.5 FTE). It appears that at one time the area
included 8 faculty members but three individuals left to take positions at other universities and two left the developmental program to affiliate full time with another program in the department.

**Strengths.** On the positive side, two of the individuals currently associated with the program are active researchers – with one senior member having achieved considerable national visibility for his work, and one junior member demonstrating exceptional promise. A third member has been less research active in recent years. Another strength of the program is that the research active faculty have excellent grant support.

**Weaknesses.** Perhaps the most significant weakness is that at its current size, the program does not have sufficient breadth or depth to sustain a Ph.D. training program in developmental psychology. Students can obtain excellent training in specific developmental issues and procedures by working with one of the members of the area, but such students will not have the appropriate training to be competitive nationally for the best academic positions in developmental psychology. Furthermore, the infrastructure currently in place makes mounting a strong developmental psychology program problematic. First, research labs are barely adequate to accommodate the work of the existing faculty. For some projects, space needs to be borrowed from other colleges. In addition, Texas A&M appears to be one of the only developmental programs at a major research university that lacks a research-oriented Preschool facility. This is a common fixture and valuable resource on campuses with strong developmental programs.

**Conclusions.** Although some current faculty are quite strong, and students can obtain specific training in particular developmental issues, program size and lack of infrastructure means that it would be an expensive proposition to move this program to Top 30 status. That is, it would take a substantial commitment of faculty lines (+3 or 4), new facilities and sizeable start-up packages to begin to mount a nationally competitive doctoral program. A&M should capitalize on existing strong faculty to maintain a developmental focus in the department, but perhaps students should enter doctoral training via one of the other areas in the department (e.g., a cognitive or a social psychologist with a developmental area of emphasis). A strong developmental presence might also be maintained by fostering links with other relevant units on campus.

**Industrial/Organizational Psychology**

The TAMU Industrial/Organizational Psychology program currently has a faculty of five. Two of them are full professors who have been at the university since 1987 and 1988; a third is an associate professor who came to TAMU in 1986. The other two faculty are new assistant professors, one came in 2000 and the other in 2001. The program has about 20 graduate students. About a third of the program's graduates during the past decade have taken academic positions, while two-thirds have taken positions in industry.
**Strengths.** Historically, the program has been well-considered nationally. Within the past five years, the research productivity of its faculty was ranked 16th nationally. More recently, one of its faculty, Robert Pritchard, was listed among the top 100 published authors in I/O psychology's two leading journals. Moreover, faculty and students in the program have ranked high in numbers of presentations at the annual meeting of the Society for Industrial and Organization Psychology. Other rating systems have also accorded the program a top 20 ranking overall among I/O programs in the U.S. The principal reason for the program's ranking is that its two full professors (one among the nation's leaders in productivity and motivation, the other a major figure in personnel psychology) have been and continue to be among the more visible and productive I/O psychologists in the country. The program has also recruited two young but highly promising young I/O psychologists, one whose research focuses on organizational climate, including sexual harassment, the other concerned with performance appraisal.

Although numbers have fallen somewhat in recent years, the program continues to attract an average of more than 55 applicants a year. Moreover, these applicants present with strong GPA and GRE scores, so that it can be said that the graduate students in this program are among the strongest in the entire cohort of graduate students in the department.

Perhaps as a result, in part attributable to the limited research activity of senior faculty, research space is seen by faculty to be adequate, in contrast to the space problems that are seen as limiting other areas.

Because TAMU is within two hours of downtown Houston, opportunities for faculty consulting to diverse businesses in the Houston metropolitan area are considerable, adding to the allure of the program for prospective faculty.

**Weaknesses.** Only one of the three senior faculty appears to be research-active. Because he is well-funded and quite productive, he appears to be a magnet for graduate students because of both the student support he can offer and the opportunities for research that funding also provides. He apparently supervises 14 I/O graduate students, which suggests that the other four faculty in the program have but one or two graduate students each. While the other full professor in the program continues to publish, his writings are largely conceptual, and he does not seem to have much external funding with which to support students or their research. The third senior faculty person does not appear to do much research, much publishing, or much graduate student supervision. While promising, well-trained, and research-active, it remains to be seen how successful the two junior faculty will be in attracting external funding for their research and that of their graduate students.

Although there appear to be a number of faculty in related areas in both the psychology department and the Department of Management in the College of Business Administration, at this time collaborative efforts between faculty in the I/O program and others at TAMU are very limited. It would appear that such collaboration would extend
the scope and reach of the currently limited faculty in this area, and provide badly-needed opportunities for student support and associated research.

Conclusions. Historically a strong, well-regarded program, the Industrial/Organizational Program at TAMU is currently led by a productive, research-active senior faculty person who apparently mentors well over half the graduate students in the program. None of the other four faculty, two of whom are at the beginning of their careers, has external funding, which limits the program substantially. It seems clear that four or five of the present faculty, rather than just one, will have to attract external funding, publish empirically-based research, and assume responsibility for the training of graduate students for the department to maintain its present national ranking, much less aspire to a higher ranking.

Social Psychology

The social psychology program has been offering the Ph.D. for a little over ten years. The program currently consists of 5 participating individuals (with one person essentially being half time for 4.5 FTE). It appears that at one time the area included 9 affiliated faculty members but a number of individuals left to take positions at other universities. The reasons for these departures were not examined by the committee.

Strengths. The social psychology program is clearly one of the top programs in the A&M psychology department. The full professors in the program are nationally visible scholars and are well known in the field. They regularly publish in top outlets, have good grant support, have been recognized by election to the prestigious Society of Experimental Social Psychology, and serve the field in a number of ways (e.g., journal editorial work). The graduate program is small, but of high quality, and students have been successful in obtaining employment in academic settings. Grant funding is quite good given the funds available for social psychological research. Finally, the shared space available for the current faculty and students to do their work is adequate (though space for work in developmental social psychology could be improved, and new space is needed if the program is successful in recruiting additional graduate students).

Weaknesses. Although the current graduate students are good, the program needs to be more aggressive in competing for the top students nationally. An increase in stipend level and increasing program faculty size should help in this regard. In addition, although students obtain academic employment, the program can aspire to place students in more research oriented universities. Finally, although the current faculty are excellent, the program does not have sufficient size to be a Top 20 program as the program cannot offer sufficient depth or breadth in social psychology. Although it is not necessary for every social psychology program to cover every topic in the field, it is important to have some coverage of the major foundational topics. In this regard, the program could use a faculty member who specialized in the field of "social cognition." Such an individual would nicely link with existing faculty.
**Conclusions.** Social psychology is a core training area for any contemporary psychology program that aspires to national prominence. All of the Top 10 NRC rated departments have strong programs in social psychology. Because the A&M program is close to national prominence, the addition of 2 new faculty, carefully selected, could move the program in reach of Top 20 status. In addition to adding an individual in the area of social cognition, an individual should be added to build on an area of current strength rather than expanding to a new topic area.

**Overall Recommendations**

The overall recommendations below are ordered in terms of temporal priority.

1. The department should identify a new department head from among the current faculty. Seeking an external candidate at this time does not seem to be the best use of limited resources. Our sense is that at least four individuals within the department have the necessary credibility, skills, and potential support to be effective chairs.

2. The new chair should be appointed as soon as possible. The sooner a change is made, the sooner the department can begin to implement the steps necessary to make substantial improvements.

3. The current head should be given a well-deserved semester or year-long leave to begin the transition back to regular faculty life and responsibilities.

4. Once a new head is named, the new head should work to develop a shared vision for the department to guide its future staffing, program expansion and reductions, and resource allocations.

5. The departmental vision statement should move the department toward greater selective focus. That is, the department needs to consider seriously whether resources are or will be available to mount six separate high quality doctoral training programs. Criteria for selecting which programs to emphasize include building on existing faculty strengths, centrality of the specialty area within the field of psychology, potential to capitalize on emerging areas in the discipline and especially those that cut across existing areas of the department and interdisciplinary links across the campus (e.g., health psychology).

6. Once an appropriate guiding vision is developed and approved, the new chair should be provided with resources (e.g., new faculty lines, additional space) commensurate with that vision.

7. The department should make every effort to raise graduate stipends to competitive levels. The low stipends make recruiting top graduate students difficult. If 15 stipends were increased by $3000 each (although 20 or more would certainly be better), this would make a noticeable difference.
(8) The department is also encouraged to examine differential workload expectations for graduate students assigned to the same nominal jobs. Perceived inequities in departmental positions can harm student morale.

(9) Identify immediately the additional laboratory space for pending hires and as soon as possible for the proposed faculty hires.

(10) Improve internal system for rewarding faculty success in garnering external funding. Some faculty perceive that external success is accompanied by internal loss of resources.

(11) Consider redressing two salary inequities (one in I/O, one in Cognitive) which appear out of line with the individuals' contributions and national status, lest two valued faculty decide to leave the department.
Appendix A2

Report of the APA Accreditation Review for the
Clinical Doctoral Program, 2009
May 5, 2009

Elsa Murano, Ph.D.
President
Texas A&M University
Office of the President
1246 TAMU
College Station, TX 77843-1246

Dear President Murano,

At its meeting on April 2 - 5, 2009 the Commission on Accreditation (formerly the Committee on Accreditation) conducted a review of the doctoral Ph.D. program in Clinical psychology at Texas A&M University. This review included consideration of the program's most recent self-study report, the preliminary review of June 30, 2008 and the program's response to the preliminary review on October 14, 2008, the report of the team that visited the program on November 10 - 11, 2008, and the program's response to the site visit report on January 19, 2009.

I am pleased to inform you that, on the basis of this review, the Commission (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in 2015. During the interim, the program will be listed annually among accredited programs of professional psychology in the American Psychologist and on the Accreditation web pages. The Commission also encourages you to share information about your program's accredited status with agencies and others of the public as appropriate.

Drs. Jeffery Baker, Carlton Parks, and Brad Roper recused, and therefore did not participate in the discussion and vote on your program.

The Commission would like to provide the program with a summary of its perceived relative strengths and weaknesses. This will be provided below according to each of the accreditation domains. At the end of the letter, the program will be provided with an itemized list of any actions that the program needs to take prior to the next accreditation review. A summary of the Commission's review of this program is provided below.

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Domain A: Eligibility
As a prerequisite for accreditation, the program's purpose must be within the scope of the accrediting body and must be pursued in an institutional setting appropriate for the doctoral education and training of professional psychologists.
The Ph.D. Clinical psychology program is an integral part of the Department of Psychology housed within the College of Liberal Arts at Texas A&M University. The university was founded in 1876, and it is accredited by the Southern Association of Colleges and Schools. The program requires a minimum of three full-time academic years in residency, and engages in actions that indicate respect for and understanding of cultural and individual diversity.

The program is consistent with the provisions of this domain.

**Domain B: Program Philosophy, Objectives and Curriculum Plan**

*The program has a clearly specified philosophy of education and training, compatible with the mission of its sponsor institution and appropriate to the science and practice of psychology. The program’s education and training model and its curriculum plan are consistent with this philosophy.*

The program espouses a scientist-practitioner model of training that is derived from the Boulder Conference. The program is to be commended for its effort and work to better define and align the program’s objectives consistent with the program model.

The program has been sensitive to providing students with appropriate professional clinical experiences that are in settings that provide training that is consistent with the objectives of the program.

The program’s supporting curriculum allows students to obtain substantial knowledge and competency in the required core areas outlined in Domain B.3 of the Guidelines and Principles for Accreditation (G&P). The program has provided a good explanation of the new “streamlined” curriculum that was developed in response to feedback from the CoA, former students, and changes in the field of clinical psychology. It remains unclear however, how all students receive broad and general coverage of the social aspects of behavior given that PSYCH 610 - Organizational Psychology, appears to contain very little material on social psychology. Since this course is provided as a course option to fulfill this core foundational area, it is not clear how ALL students achieve competence in this area. In a narrative response due by September 1, 2009, the program is asked to articulate how the program ensures that all students achieve an adequate knowledge and understanding of the social bases of behavior, consistent with Implementing Regulation C-16 (attached).

**Domain C: Program Resources**

*The program demonstrates that it has resources of appropriate quality and sufficiency to achieve its education and training goals.*

The program has a highly qualified faculty and administration. The core faculty comprises 13 members, and it is sufficient in number for their necessary academic responsibilities. All have theoretical perspectives and academic/applied experiences appropriate to the program’s goals and objectives.
The program has an identifiable body of students at differing levels of matriculation who are sufficient in number for meaningful peer interaction and socialization. Site visitors report that students appropriately reflect the program's philosophy, goals, objectives, and the scientist-practitioner training model (site visit report, p. 8).

The program has adequate resources to accomplish its goals and objectives, including financial support for educational and training activities, clerical and technical support, and training materials. On page 37 of the self-study the program states that “in a recent memorandum to the incoming President of the university, the Dean of Liberal Arts identified construction of a new Psychology Building as a top priority". In a narrative response due by September 1, 2009, the program is asked to report on the viability of plans for construction of a new Psychology Building.

**Domain D: Cultural and Individual Differences and Diversity**

*The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.*

The graduate program in Clinical psychology at Texas A&M University is to be commended for its long-term, systematic efforts to attract diverse faculty and students. In addition to their successes, the program has made very serious attempts to recruit additional faculty members that would provide even greater diversity. The program has been particularly effective in recruiting a diverse group of students with about 43% of current students representing a diverse background. A review of the syllabi indicated that cultural and individual diversity is infused in virtually every course.

The program is consistent with the provisions of this domain.

**Domain E: Student-Faculty Relations**

*The program demonstrates that its education, training, and socialization experiences are characterized by mutual respect and courtesy between students and faculty and that it operates in a manner that facilitates students' educational experiences.*

There appears to be mutual respect between faculty and students, and the level of collegiality is a great strength of the program. The program is commended for its ability to bring together a strong group of faculty and students and to lead them in achieving such a high level of success. Students receive annual cumulative feedback regarding their performance. The program informs students, both verbally and in writing, of their rights and of their avenues of recourse should problems arise. Students are given information regarding program requirements, expectations, and termination procedures.

The program is consistent with the provisions of this domain.
Domain F: Program Self-Assessment and Quality Enhancement

The program demonstrates a commitment to excellence through self-study, which assures that its goals and objectives are met, enhances the quality of professional education and training obtained by its students, and contributes to the fulfillment of its sponsor institution's mission.

The program does an excellent job of maintaining an ongoing evaluation of how it is accomplishing its mission via its objectives and competencies. The program engages in ongoing self-assessment to evaluate key aspects of the program, student progress, and training outcomes. Its methods include regular discussions among faculty members, conversations between students and faculty, and surveys of current students and alumni.

1) The program, with appropriate involvement from its students, engages in regular, ongoing self-studies that address:

   (a) Its effectiveness in achieving program goals and objectives in terms of outcome data (i.e., while students are in the program and after completion);

The program has provided the Commission with outcome data on students while in the program as well as after completion. These data are clearly linked to program goals, objectives, and competencies, and the program has used these data to assess and make changes in the program.

The program is consistent with the provisions of this domain.

Domain G: Public Disclosure

The program demonstrates its commitment to public disclosure by providing written materials and other communications that appropriately represent it to the relevant publics.

The program makes accurate and appropriate information available to the public. There is a variety of information available to current and prospective students, the public, and other interested parties regarding the program, its policies, procedures, and other relevant materials.

The program is consistent with the provisions of this domain.

Domain H: Relationship with Accrediting Body

The program demonstrates its commitment to the accreditation process by fulfilling its responsibilities to the accrediting body from which its accredited status is granted.

The program abides by the Commission's policies and procedures, and all fees have been paid to maintain accreditation.

The program is consistent with the provisions of this domain.
In order to keep the Commission informed of the program's commitment to the ongoing self-study process, the program is asked to address the following issue in a narrative response by September 1, 2009:


The program is asked to address the following issues in a narrative response by September 1, 2009 for formal review by the Commission:

- Clearly articulate how the program ensures that all students have an adequate knowledge and understanding of the social bases of behavior, consistent with IR C-16.

Please note that while these narrative response items are considered an addendum to the data provided in the Annual Report Online (ARO), they are not to be submitted online. Narrative responses to items listed above should be identified as 'Narrative Response – Program Review' and mailed or faxed to the Office of Program Consultation and Accreditation by the designated due date(s).

In closing, on behalf of the Commission on Accreditation, I extend congratulations to faculty and students of the professional psychology program for their achievements. The Commission also expresses its appreciation for your personal commitment, and the corresponding support of your administration, to develop and maintain the best possible quality of graduate education and training in psychology. If the Office of Program Consultation and Accreditation may be of service at any time on administrative matters of accreditation, please call upon us.

Sincerely,

Susan F. Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation

cc:  Lt. Gen. Joseph Weber, Vice President of Student Affairs
     Charles Johnson, Ph.D., Dean, College of Liberal Arts
     Leslie Morey, Ph.D., Head of the Department of Psychology
     Douglas Snyder, Ph.D., Director of Clinical Psychology Training
     Darwin Dorr, Ph.D., Chair of Site Visit Team
     Jeffrey Hecker, Ph.D., Member of Site Visit Team
     Mark Shermis, Ph.D., Member of Site Visit Team
C-16. Evaluating Program Adherence to the Principle of “Broad and General Preparation” for Doctoral Programs
(Commission on Accreditation, November 2001)

The Guidelines and Principles for Accreditation of Programs in Professional Psychology (G&P) stipulate, in section II, B., 1., that preparation at the doctoral level should be broad and general. According to the G&P, “this preparation should be based on the existing and evolving body of knowledge, skills, and competencies that define the declared substantive practice area(s) and should be well integrated with the broad theoretical and scientific foundations of the discipline and field of psychology in general.”

The Commission on Accreditation evaluates a program’s adherence to this provision in the context of the G&P Domain B, Section 3 (reprinted, in part, below), using the following guidelines.

(From the G&P: Domain B, 3. for DOCTORAL programs):

In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:

(a) The breadth of scientific psychology; its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis;

Accredited programs ensure the competence in these content areas including the history of thought and development in those fields, the research methods, and the applications of the research. Demonstrating that the program is consistent with the G&P in this regard would preclude coverage only of …

... a narrow segment of the aspect of the content area (such as biological basis of gerontology, race relations, preschool learning)

... the application of these aspects of the content area to practice problems or settings (such as cognitive therapy; group therapy, multicultural counseling)

Further, it is expected that the program will ensure understanding and competence in these content areas at the graduate level.

It is recognized that there are a variety of ways in which programs achieve this component of their program requirements, and that there are multiple points in the curriculum sequence at which these experiences may be placed.

If the program chooses to supply courses directed to these areas within its own curricular offerings, then it must ensure that they are taught at the graduate level, by individuals who, by education, training and/or experience, are qualified to teach in the given area at the graduate level.

(Continuing from the G&P: Domain B, 3. for DOCTORAL programs):
(b) The scientific, methodological, and theoretical foundations of practice in the substantive area(s) of professional psychology in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: individual differences in behavior; human development; dysfunctional behavior or psychopathology; and professional standards and ethics;

(c) Diagnosing or defining problems through psychological assessment and measurement and formulating and implementing intervention strategies (including training in empirically supported procedures). To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas: theories and methods of assessment and diagnosis; effective intervention; consultation and supervision; and evaluating the efficacy of interventions;

With regard to the scientific, methodological, and theoretical foundations of practice in the substantive area of psychology in which the program has its training emphasis, and to the coverage of assessment and intervention, the question of breadth of exposure has been interpreted by the Commission in the context of (a) the particular substantive area in question and (b) the particular model and goals of the program. That is, a program is considered not only as based on its own particular training model and goals, but also in the context of the broader domain of doctoral training in the substantive area(s) (e.g., clinical, counseling, or school psychology, or combinations thereof). Thus, the Commission would look for reasonable coverage in the breadth of the substantive area(s), as well as the breadth needed to provide quality training toward the program's specific goals. It is expected that the program will ensure that understanding of and competence in these areas is demonstrated at the graduate level.
December 16, 2008

Elsa A. Murano, Ph.D.  
President  
Texas A&M University  
Office of the President  
1246 TAMU  
College Station, TX 77843-1246

Dear President Murano,

On behalf of the Commission on Accreditation, I wish to express appreciation to you and the staff of the 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 November 10, 2008 - November 11, 2008. The site visitors did not include a copy of the schedule of the site visit. If the program has a copy of the schedule, it is asked to include this with the program’s response.

In accordance with its operating policy, the Commission 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 to review and, as of January 1, 2008, the site visit team will also receive a copy of your response to this site visit report.
To ensure timely processing of the program’s materials, we would appreciate your comments on the site visit report by **February 1, 2009**. If you have any questions regarding the report or the status of your program’s materials, please feel free to contact me.

Sincerely,

Elizabeth Ott  
Program Agenda Associate  
Office of Program Consultation and Accreditation  
phone: (202) 336-5974  
email: eott@apa.org

Enclosure  
cc: Douglas Snyder, Ph.D., Director of Clinical Psychology Training
December 8, 2008

Susan Zlotlow, Ph.D.
Director, Office of Program Consultation and Accreditation
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242

Re: Texas A&M University Site Visit Report 2008

Dear Dr. Zlotlow and CoA Members:

This letter contains the report of the Site Visit Team appointed by the Committee on Accreditation to assess the clinical psychology training program at Texas A&M University. This team consisted of Jeff Hecker, Ph.D., Mark Shermis, Ph.D. and Darwin Dorr, Ph.D. as chair. We visited the program on November 10 and 11, 2008.

The Site Visit Team reviewed The Texas A&M Self Study and all correspondence that the program had with the CoA including the critique of the Self Study by the CoA dated June 30, 2008 and the program’s response dated October 14, 2008. The various concerns raised by the CoA and the program’s responses were reviewed during the Site Visit and the team believed that for the most part the matters in question were adequately addressed and relevant information was provided when necessary. The remaining issues that may still remain unresolved are addressed directly within the appropriate domains. The Director of Clinical Training and program faculty were extremely forthcoming, efficient and cooperative in providing any documentation and information requested, which permitted a comprehensive examination of the issues.

We begin our report with general observations after which we address the specific issues raised by the CoA in communications with the program June 30, 2008 and the program’s responses to these concerns. We then review the program’s compliance with the eight CoA Domains and conclude with a summary of our findings.

**Overall Impressions**

Overall, it was our impression that this is a well established clinical psychology program with a strong commitment to the scientist-practitioner model. The educational philosophy is consistent with the actual training model and it is progressive and relevant. Policies and procedures have been well thought out and the program goes about its work
efficiently and its graduates have been successful in their career choices. The core curriculum is strong and is supplemented with a substantial body of varied electives that allow students opportunity to tailor their individual educational programs. Since the last accreditation visit the program has been streamlined to allow more rapid completion of the degree and the philosophy has been adjusted to assure a greater balance between science and practice. A strong and active department supports the clinical program. The upper administration of the university has gone through considerable flux since the university president Dr. Robert Gates left and took over the position of Secretary of Defense. However, the university has hired a new president and she is rebuilding her administrative team. The program has been successful in placing in excellent clinical internship sites.

Specific Questions Raised by CoA

The CoA reviewed the program’s Self Study and returned 15 point critique for its consideration dated June 30, 2008. The CPP program considered each of the points raised and responded in a document dated October 14, 2008. The Team reviewed both documents and made a point to clarify on site the degree to which the CPP responded affirmatively. In general it was our impression, based on interviews and review of on-site documents that the program made every effort to respond fully to the concerns of the CoA.

A major issue raised by the CoA critique was the matter of linking competencies to goals and objectives through avenues other than academic grades (point 3 of the critique). The CPP clearly put a great deal of time and effort in responding to this concern including arranging for a full day workshop with Kim Lassiter, Ph.D. that was devoted to development of competencies and methods to measure them. We reviewed these materials prior to the visit but it was not clear how the process was to work. Hence, during the visit we made it a priority to understand how the process would work. After we toured the training clinic we met with Drs. Snyder and Heffer to review several matters including the “Competency Review Form” and how it was to be used in the overall assessment process. This session helped us to understand how the plan is to work which is explained in detail in our report on Domain B.2 below.

The CPP added a 16th point to its response to the CoA critique which was basically an explanation of changes in external practicum sites since the writing of the Self Study. We had an opportunity to meet with and interview some of the representatives of these agencies which helped clarify the reciprocal beneficial of these relationships.

Review of Domains

Domain A: Eligibility

A1. The Ph.D. Clinical Psychology Program (CPP) at Texas A&M University is fully accredited by the American Psychological Association (APA) since 1988. Texas A&M University was founded in 1876 and is fully accredited by the Commission on Colleges of
the Southern Association of Colleges and Schools and has a Level VI ranking. The CPP only admits students into their Clinical Psychology Doctoral Program. However, the CPP faculty do offer doctoral students the option of attaining a non-terminal Masters of Arts in psychology and is a degree or credential students may wish to pursue en route to the Ph.D. The Ph.D. meets the requirements as set forth by the Texas State Board of Examiners of Psychologists.

A2. The CPP is housed in the Department of Psychology within the College of Liberal Arts. The Department of Psychology offers doctoral degrees in industrial-organizational psychology and in general psychology with distinct program areas in social psychology, developmental psychology, cognitive psychology, and behavioral neurosciences. The College of Liberal Arts and Sciences is composed of twelve departments, eleven independent program areas, and eight centers/institutes. Texas A&M University is a publicly funded institution of higher education with a mission to provide both undergraduate and specialized graduate programs. In addition, Texas A&M University has a “mission of providing the highest quality undergraduate and graduate programs...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.” The Southern Association of Colleges and Schools has regionally accredited the Texas A&M University since 1924. Texas A&M University has a Carnegie RU/VH classification (comparable to the old Doctoral Research-Extensive/R1 institution).

A3. The CCP is an integral component of the Department of Psychology and the College of Liberal Arts and Sciences. The program is highly regarded by the administrators with whom we met and even referred to it as a “signature program” within the College. Their discussions of Texas A&M University’s mission, and of the CPP’s role in that mission, indicate that the CPP fits well with the University’s goals for graduate education.

There appeared to be interdisciplinary cooperation between the CPP and the other doctoral programs within the Department of Psychology. Faculty outside of the Clinical Psychology core faculty participate on doctoral committees and assist with doctoral dissertations. It was evident that there was interaction among graduate students from the various academic programs within the Department of Psychology and the APA-accredited Counseling and School Psychology programs in the College of Education.

The CPP has one full-time Director of Clinical Training and one clinical associate professor who serves both as an Associate Director of Clinical Training and Clinic Director. Both the department and clinic provide administrative support to faculty and students. All doctoral students receive some type of financial support from fellowships, graduate assistantships, teaching assistantships, grants, etc. In addition, almost all students receive fee waivers. Between the last visit in 2001 and 2005, there were 44 Ph.D.s awarded in Clinical Psychology. Currently, the Clinical Psychology Ph.D. Program has 35 students including those on internship. The College of Liberal Arts offers reasonable facilities (e.g., shared office space for teaching assistants, Clinical Psychology Test Library, student workspace) to facilitate constructive peer interaction and support for students in the Psychology Ph.D. program, though limited research space is a salient issue for the CPP.
A4. The Clinical Psychology Ph.D. program requires that students maintain full-time status and residency on campus for a minimum of two years. Students are required to complete a one-year full-time APA-approved pre-doctoral internship. The program is a scientist-practitioner program which produces generalists. Endorsement of this model is evident in our review of faculty credentials and student dissertations and in our discussions with students. The program graduates a large proportion of students who work as clinical psychologists, professors in higher education, and as researchers. Our perception is that both faculty and students view the program as balanced conceptually somewhat toward the science side because of the specialty nature of the courses offered and the types of programmatic research pursued. Overall, the program does a good job of training in the integration of science and practice.

A5. Respect for and understanding of individual diversity in the development of faculty and students and in field placements was evident in the program's retention, curriculum, and field placements. The site team saw no evidence of discriminatory practices, though lack of cultural diversity is an acknowledged problem in recruiting minority faculty. Review of program records indicated that competitive graduate student support was available for recruiting minority students. For example, the CPP regularly nominates minority students for the Diversity Fellowship and has been successful in obtaining these at the rate of 1-2 per year since the last accreditation period. Approximately 43 percent of the students admitted to the doctoral program since 2001-2002 are minorities. The core program faculty currently has one female Latina, but students systematically take coursework from other faculty in the College of Liberal Arts and Sciences and College of Education where there is greater ethnic diversity. Students are exposed to a wider diversity of mentors based on the coursework or practica that they take. In addition, the CPP have attempted to hire minority faculty, but offers made have been unsuccessful.

A6. The published documents about the program and department are clear in articulating policies about degree requirements, administrative and financial assistance, student evaluations, and due process. The CPP web pages were reviewed and appear to be current.

Domain B: Program Philosophy, Objectives, and Curriculum Plan

B.1. The CPP at Texas A&M embraces a scientist-practitioner training model and links this model from the 1949 Boulder Conference to the 1990 Gainesville conference. The program cites the authoritative work of Belar & Perry on the elements of the scientist-practitioner model. The program believes that clinical activities and research should be mutually reinforcing and this was evident to the Site Visitors. The research programs were clearly very relevant to the clinical endeavor and clinical work was informed by a research perspective. The program is designed to train students for careers in research, teaching, and clinical practice.

The training program is cumulative and sequential, beginning with the foundations of psychology as a science in the first year of training, progressing to assessment and treatment courses, a preliminary research project, clinical practicum, qualifying examination, clinical internship and dissertation. The program’s new competency assessment system directly
reflects the graduated levels of expectations for the students (e.g., Novice, Intermediate, and Advanced).

B.2 The program’s initial May 1, 2008 Self Study clearly listed several training goals and sub-objectives in a manner consistent with its educational philosophy and sought to link these goals and objectives with specific competencies as measured by course grades. However, the June 30, 2008 CoA critique of the Self Study pointed out that course grades are but one way of measuring competencies and that competencies should serve as the operationalized and measurable translation of the program’s objectives. The program was asked to revise their table in Domain B.2 to make it clear how specific competencies are identified and measured, and to identify the minimum levels of achievement for each.

In fact, since 2000 the CPP had been using an assessment tool developed by Robert Hatcher at the University of Michigan that allows ratings on 15 clinical skills and 10 dimensions of professionalism. This form was included in Appendix F of the Self Study. Additionally, these ratings, along with other data points contributed to the completion of an Annual Summary Evaluation Form for each student which consists of global ratings on progress on course work, research, and development of clinical skills. This form also has place for a narrative on the student’s progress with a statement of areas for further development. This form was also included in Appendix F. However, as the program explained in their response dated October 14, 2008, they had neglected to link these ratings when articulation of specific clinical competencies within Domain B.2. The program added an addendum to their Self Study Table 12 in which they provide a review of 177 practicum evaluations for 49 students completed from Fall, 2000 through Spring 2008.

The program also invited Kim Lassiter, Ph.D., co-author of the “Report on Practicum Competencies” published in Training and Education in Professional Psychology in 2007 to give a day-long workshop on assessing competencies. This led to the listing of specific competencies and a Competency Review Form, both inspired by the work of Hatcher and Lassiter. In their revised Domain B.2 Table they link specific competencies to goals and objectives and their Competency Review Form will be used to help expected level of and attainment of these competencies. The goals, objectives, and competencies reflect mastery of substantive areas of professional psychology, legal, ethical, and quality assurance principles.

The Site Visit Team found that the listing of competencies is not isomorphic with the Competency Review Form. However, there is nothing in list of competencies in the revised Domain B.2 Table that is not on the Competency Review Form. There are items on the Competencies Review Form that are not on the revised Domain B.2 Table. The reason for this is that the program is hoping to be guided by the evaluative process over the next few years. The current plan for evaluation calls for the use of the Competency Review Form to assess attainment of the competencies linked to the goals and objectives. The program will then use these multiple, aggregated ratings to complete the Annual Summary Evaluation Form global ratings together with the narrative comments on commendations and areas needing further work. It was the impression of the Site Visit team that this evaluative plan constitutes a pilot project. It is expected that the process will continue in an iterative fashion.
until a maximum balance is found between thoroughness of assessment of competencies and practical efficiency.

B.3 In response to the 2002 CoA accreditation Site Visit the CPP has made attempts to streamline the curriculum and to allow individual students (with affirmative guidance) to develop a curriculum plan that is consistent with their individual long term professional goals. Hence, there is a broad array of options available to each student in developing their curriculum plan. In its June 30, 2008 critique of the program's Self Study a question was raised regarding how the program ensures broad and general coverage in certain areas. In its October 14, 2008 response to this challenge, the program emphasized that it achieves its goals in this sphere with aggressive counseling and guidance. Three essential terms were used to describe this process: communication, tracking, and monitoring. Proactive is another term that was used to describe the approach the program takes in this regard. The takes the position that it is vigorous in guiding each student in constructing their individual curriculum in a way that is consistent with CoA guidelines and in a manner consistent with Implementing Regulation C-16.

The CPP's Self Study and its October 2008 supplemental reports provides the details as to how students are exposed to the breadth of scientific psychology including foundations in biological, cognitive-affective, social, history and systems, measurement, research methodology, and techniques of data analysis. A reading of the program's theses and dissertations as well as a review of the 515 graduate student presentations and 267 refereed graduate student publications since 1999 provides convincing evidence of the soundness of the preparation of the students in basic scientific psychology.

By all measures the students would appear to have thorough exposure to individual differences, human development, psychopathology, and professional standards and ethics.

The curriculum would appear to be efficient in training the students in diagnosis and interventions including theories and methods of assessment and diagnosis, intervention, consultation and supervision, and evaluating the efficacy of intervention. On site discussions with external practicum supervisors and associated program directors provided strong testimony that the students in the clinical program are superior to students from other programs in terms of motivation, and professional preparation.

Review of exposure to cultural and individual diversity is reviewed in Domain D. The program's Self Study Goal 5 and Objectives 5A and 5B delineate the way in which it exposes its students to matters of diversity in coursework and in practicum settings. Further, it was observed that the program has been successful in recruiting students from a broad array of ethnic and cultural backgrounds. The practicum sites also clearly expose the students to persons from a wide variety of cultural backgrounds.

A review of the impressive record of graduate student presentations and publications together with the information contained in Appendix N reporting the subsequent professional activities of program graduates provides abundant evidence that the program has produced students with positive attitudes toward life-long learning and professional development.
B.4 In previous years, funding for the students in the CPP had become highly dependent on funded external clinical practicum sites. Further, the amount of practicum time logged by the students had become excessive in comparison to other programs committed to a scientist-practitioner training model. The program made a deliberate effort to balance the practicum to academic training ratio by seeking more funding via grant funds and laboratory based clinical research. Further, funds from external practicum sites are funneled directly into the department and disbursed in a balanced manner that provides not only graduate stipends but equitable distribution of benefits. Further there was an augmentation of quality clinical supervision in all practicum sites. The result was that the students clearly receive excellent clinical training (as measured by annual reviews and the testimony of external practicum supervisors) and are able to vigorously pursue their education in professional and scientific psychology.

The CPP has internal and external clinical practicum sites including its own training clinic as well as placements in corrections and the university counseling center. Recently, there have been some changes in practicum settings with a termination of some of the corrections settings and the addition of health supportive, sexual assault resources and a preventive family services setting. Interviews with internal and external practicum supervisors as well as graduate students indicated that placements provided a wide variety of clinical experiences with diverse populations. For the most part supervision appeared to be excellent. There was some evidence that the supervision in one of the corrections settings might be subpar.

The program ascribes to the Boulder Model and its descendents and the faculty, though very active in research activities, is committed to the scientist-practitioner model. For example, faculty research is excellent in terms of technical quality and it is highly relevant to the clinical enterprise. Faculty get course credit for providing clinical supervision for internal and external practicum and the training clinic supervisor (who, interestingly, is also involved in research, provides extensive supervision for internal and external practicum experiences. Practicum experiences are well integrated with the overall program goals and objectives.

The CPP used a system of student assessment that was based on a model developed by Robert Hatcher at the University of Michigan that is sequential in nature. More recently (September 2008), the program invited Dr. Kim Lassiter to visit the program to help with the development of an assessment instrument linked to competencies. Dr. Kim Lassiter recently published an article with Dr. Hatcher on assessing competencies in a sequential manner. This consultation led to the development of a new instrument for assessing competencies. As noted under B.2 above this assessment system takes into consideration the sequencing of educational and training experiences. This system is consistent with other program efforts to gauge the complexity and challenges posed by various clinical training experiences.

The program’s students have been very successful in securing prestigious internships. It is not uncommon for program to attain equally prestigious post doctoral fellowships. The post graduate survey makes it very clear that practicum preparation for internship is very satisfactory.
Domain C: Program Resources

C1. The CPP has a clearly designated core faculty with credentials relevant to the program's mission and goals and functions as an integral part of the academic unit. These core program faculty members also have national recognition in professional psychology and in the clinical psychology specialty. The Director of Clinical Training, Dr. Snyder, is clearly identified as the program leader and possesses credentials appropriate to the program's mission and goals and to the substantive area of professional psychology in which the program provides training. He is assisted by Associate DCT and Clinic Director, Dr. Heffer. Other faculty members augment the faculty; review of their vitae indicates that their training and competencies are appropriate to subjects taught and professional roles assumed. At the time of the current site visit, the Ph.D. program had a student body of 35 doctoral students and thirteen (13) full-time core program faculty and one (1) part-time faculty. Therefore, the CPP typically consists of approximately 13 FTE core faculty members resulting in a faculty to student ratio of 1 to 2.7. Almost all faculty in the clinical program also teach undergraduate courses. Of the current core faculty, 11 are in tenure track lines (seven tenured, four tenure track, 3 non-tenure track).

The students confirmed that despite the many demands placed on the faculty, the core faculty are readily available to them and place a priority on student mentoring. Core faculty in the program typically have a 2/1 load as their teaching assignment. Most faculty reported teaching one undergraduate course, one core program course, and would receive a one-course release for their supervision work of clinical students. The other parts of their loads include administration, supervision, work on grants, dissertation advisement, and research. The program was able to provide a tailored curriculum by collaborating with other non-clinical psychology faculty and by utilizing colleagues from other units on campus.

C2a-c. At the time of the site visit, the program had 35 students at various levels of matriculation—a number providing good opportunity for peer interaction and support. Review of student files, admission data, individualized programs, and dissertations confirmed to us that students reflect the excellence in education and mentoring that they have received from their faculty and during practicum and internship training. Students have been selected based on a variety of considerations relevant to program goals and objectives (e.g. academic history, GRE scores, personal fit with program goals). Student records and interviews of students also confirm that the student body is one of high caliber and functioning. In addition, program documents substantiate that students select both academic and applied practice appropriate to a scientific-practitioner model of professional psychological training.

C3a-f. We found during our site visit that the program has excellent training materials, equipment, physical facilities, student support services and control over practicum training sites and facilities appropriate to the program's goals, objectives, and training. The Clinical Psychology Test Library provides current equipment and facilities. Financial support for training and educational activities appears available, though in the low range. The CPP is provided with appropriate clerical support.
Almost all doctoral students receive some type of financial support from fellowships, graduate assistantships, teaching assistantships, grants, etc. during the first four years in the program. In visiting with third and fourth year students, it was evident that the majority were able to make ends meet based on their stipend and tuition waiver (the University does not typically cover “fees” which can be as high as $1,000 per semester). Many of the students indicated that they took out student loans which ranged from $2,000-$4,000 per year. However, it was clear that students were aware of the amount of financial support that was available prior to accepting admission. The students were clear that they were willing to attend the CPP program because of its national reputation and the quality of the faculty. Students accept paid internships.

C4. The program does not participate in a consortium.

Domain D: Cultural and Individual Differences and Diversity

D1. The doctoral training program in clinical psychology has made systematic and long-term efforts to attract and retain students and faculty from diverse ethnic, racial and personal backgrounds. These efforts have yielded the most success in recruiting a diverse population of graduate students. Fully 43 percent of the graduate students admitted into the program from 2001 through 2007 were of minority status. The program has succeeded because the quality of the faculty results in a large and diverse pool of applicants. Diversity status is a factor considered when the applicant pool is reviewed. The College of Liberal Arts has made resources available to assist in the recruitment of minority applicants in the form of Diversity Fellowships. The program has been successful at competing for these fellowships (1 to 2 per year). The program has been assertive in pursing other sources of funding for minority students including the APA Minority Fellowship, the Ford Foundation and others. It should be noted that the quality of Texas A&M graduate students in clinical psychology is very high and has not been compromised in an effort to recruit diverse students.

The program has been less successful at recruiting and retaining diverse faculty. Currently there are two Hispanic, and one multiethnic, faculty members in the core program faculty. Dr. Cepeda-Benito, one of the Hispanic faculty members, has limited time commitment to the program as he is serving as Associate Dean of Faculties. The relative lack of success at recruiting diverse faculty is not the result of a lack of sustained effort. In the Spring, 2007 a job offer was made to an Hispanic female but she chose not to join the TAMU faculty.

The program is committed to diversifying its faculty and students and there is support for this commitment at the department, college and university levels. We were impressed by the commitment to diversity we learned about at every level of administration. For example, the Dean of the the College of Liberal Arts has taken the following actions to promote diversity.

- Whenever there is a faculty search, the Dean must approve the final candidate pool and scrutinizes the pool for diverse representation. The Dean requires that Departments demonstrate that they have aggressively sought minority candidates.
- The Dean created a competition for new joint positions in Africana Studies. The Department of Psychology successful competed for one of these positions. While the
department is not limiting the applicant pool to clinical psychologists, the successful applicant will likely be able to contribute to the clinical program as the position targeting candidates with expertise in African-American youth mental health.

- The Dean’s office provides Diversity Fellowships to support recruitment of outstanding graduate students from under represented groups.
- The college has a standing Diversity Committee and every department is required to have a representative.
- The Dean rewards departments for diversity-related activities.

The central administration of Texas A&M is also committed to diversifying the faculty and student populations. Part of the university’s ambitious 2020 plan is to recruit a more diverse faculty. For example, we learned that the university President has tasked the Mexican-American and Latino Faculty Association with developing “bold ideas” for recruiting and retaining Hispanic faculty.

The CPP graduate students report that they feel supported in the program and that program faculty are respectful of students from cultural and individual differences.

The biggest challenge faced by the program with respect to the culture diversity and individual differences has to do with its location. There are sections of the larger Texas A&M community that are hostile towards individuals of differing ethnic and racial backgrounds. The Vice-Provost referred to this as the “climate problem.” We learned that students and faculty have experienced disrespect and hostility based upon their cultural or racial background (e.g., undergraduate students displaying the Confederate flag; being refused service at a public restaurant). Some students reported that they decided to enroll in the graduate program, despite their fears of living in College Station. There is awareness of the climate problem at the department, the college and the university level and there are efforts to address the problem (e.g., an anonymous hotline for students to report incidents).

D2. The CPP provides students with relevant knowledge and experiences about the role of individual and cultural diversity in psychological science and practice through course-work and practica. Prior to the 2001 APA site-visit the program had a stand-alone course in cultural and minority issues. That course was discontinued and the program made a conscious effort to infuse coverage of diversity issues throughout relevant courses. Examination of syllabi and students’ reports suggest that this effort has been successful. The program is fortunate in that its training clinic, as well as its outside practicum placements, serve diverse populations. A significant portion of the clients served are Hispanic. Students report that diversity issues are discussed in clinical supervision and when cases are reviewed in the bi-weekly clinical brown bag meeting.

Domain E: Student-Faculty Relations

E1. Students report that they are treated with respect and that their ideas and opinions are valued. Several students reported that they are treated as junior “colleagues” by their advisors. The faculty demonstrates a genuine interest in the students as individuals and in
their personal and professional development. The students reported that there is a “spirit of mentorship” and that faculty are “nurturing” in their interactions with students.

There are several things that the program does which promote a sense of commitment to the program among students and that demonstrate that students’ views are valued. Current students actively participate in the recruitment of new students. Students are invited to share their views about candidates for faculty positions. A student representative from each year attends the clinical faculty meetings.

E2. The students have great respect for the faculty. Several noted that the reputation of the faculty was the primary reason they applied to the Texas A&M program. They report that faculty members are highly accessible, provide appropriate guidance, and help them to stay on track to complete the program.

E3. Students reported that they feel respected as individuals and that cultural diversity is respected and celebrated by the program faculty.

E4. Students report that they are provided adequate and appropriate information about policies and procedures. They are provided with a Clinical Program Handbook and a policies and procedures handbook for the training clinic when they begin practicum Students report that they find it easy to get information from faculty members and noted that the Director of Clinical Training, the Associate Director of Clinical Training and the Director of Graduate Studies are readily available to them.

Our review of student records indicated that they receive annual feedback that discusses their performance in coursework, research and the clinical arena.

E5. The program has not had a formal complaint since the last APA site visit.

Domain F: Program Self Assessment and Quality Enhancement

F.1 The program has clearly been involved in ongoing self assessment that involves students in the process. Its review of these efforts in Domain F in the Self Study (with appropriate supportive documentation) was extensive and thorough.

The program uses multiple sources of data in the process of self assessment including course grades, surveys, systematized ratings (including its most recent iteration) which include faculty, supervisor and student self ratings, qualitative review at faculty meetings, as well as more informal methods of review. It provided abundant supporting documentation of these efforts. The Self Study Domain F was organized around the statement of goals and objectives listed in Domain B (and the October supplement report). In its Self Study the program was deliberate and systematic in linking its five major goals (and multiple objectives) to multiple forms of outcome data ranging from immediate grades to follow up surveys of graduates of the program. The program has provided quantitative and qualitative evidence of the attainment of its academic and professional education and training goals. Graduates of the program give it good to outstanding ratings in its preparation of students for
their careers. Interviews with students on site revealed satisfaction with the program's model of education and training.

The program demonstrated that it responded to the previous (2002) CoA visit. It also responded affirmatively to the critique of its current Self Study and documented its efforts. The program has demonstrated in its Self Study how its goals and objectives are met through its educational and training processes. As noted in F.1 (a) multiple sources of data were used ranging from formal assessment procedures to informal qualitative review. The proof of the effectiveness of the program can be found in its graduates and the data clearly attest to the quality of their preparation.

The review of the 2002 CoA report and the programs response, its subsequent ongoing self studies, its formal Self Study, and measured responses to the CoA critique attest to its efforts and procedures to maintain its high quality and to respond to advice and criticism when necessary. The program seems to be in an ongoing process of self evaluation and continuous quality improvement (e.g. the recent modification of assessment of competencies).

F.2 The goals and objectives of the program are consistent with those of its sponsoring institution's Vision 2020 that was officially adopted in 2002. One of the aims of this project was attainment of a "top 10" public university by the year 2020. The efforts of the program are highly consistent with this vision.

The program has a history of providing services to the community in which it is based. The material reviewed in the Study Domain F makes it clear that the program meets or surpasses national standards of practice.

The faculty and student body are obviously cognizant of the evolving body of scientific and professional knowledge. Indeed, a review of faculty and student publications make it clear that they contribute substantially to the development of new knowledge. Graduates of the program have established distinguished careers for themselves.

Domain G: Public Disclosure

G1. The program describes itself accurately in public materials. We reviewed the department's website, the Clinical Program Handbook, and other handouts to students and found these to be accurate and complete. The program provides information on its goals, objectives and training model, admission and graduation requirements, curriculum, faculty, students, policies, procedures, research and training experiences as well as outcomes.

G2. The information is presented in a manner that allows applicants to make informed decisions about entering the program. The students reported that they were able to make an informed decision when they chose Texas A&M and that their experiences in the program generally reflect the impressions they formed through the application process.

Domain H: Relationship with Accrediting Body
H1. The program appears to abide by Committee on Accreditation policies and procedures. The self-study, along with the supplemental materials sent in response to the Committee on Accreditation questions and other materials we received on-site, appeared to be consistent with what we observed in person. We were treated with courtesy and respect throughout the site visit, including in response to our requests for additional information.

H2. The program appears to inform the Committee on Accreditation in a timely manner of changes in that might be expected to affect the program.

H3. We were informed that the program has paid its necessary fees to maintain accredited status.

Summary

In summary, the Site Visit Team found the Texas A&M clinical psychology program to be generally in compliance with the requirements of the Committee on Accreditation. The program students and faculty are rightfully proud of the work they have done in developing a strong and vibrant program.

Respectfully,

Darwin Dorr, Ph.D.

Jeffrey E. Hecker, Ph.D.

Mark D. Shermis, Ph.D.
Appendix B

Abbreviated Faculty Biographical Sketches
BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors.

Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Gerianne Mary</td>
<td>Associate Professor of Psychology</td>
</tr>
</tbody>
</table>

**EDUCATION/TRAINING** *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. Francis Xavier University, NS, Canada</td>
<td>B.A. Hons</td>
<td>1984</td>
<td>Psychology</td>
</tr>
<tr>
<td>McGill University, Montreal, PQ, Canada</td>
<td>Ph.D.</td>
<td>1991</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>Postdoc</td>
<td>1991-1994</td>
<td>Behavioral Endocrinology</td>
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<tr>
<td>Yale Child Study Center</td>
<td>Postdoc</td>
<td>1999-2002</td>
<td>Development Psychopathology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**A. Positions and Honors.**

**Positions and Employment**

1987-1989: Clinical Intern (Psychology), Royal Victoria Hospital, Douglas Hospital, Montreal, PQ
1991-1993: Postdoctoral Fellow, Laboratory of Neuroendocrinology, UCLA
1991-1998: Assistant Professor, Department of Psychology, University of New Orleans, LA
1998-1999: Research Associate, Department of Anesthesiology, Yale School of Medicine, New Haven, CT
1999-2002: Postdoctoral Associate, Yale Child Study Center, New Haven, CT
2002-2006: Assistant Professor, Department of Psychology, Texas A&M University, College Station, TX
2006-present: Associate Professor, Department of Psychology, TAMU, College Station, TX

**Honors**

1983: Natural Sciences and Engineering Research Council Undergraduate Award, St. FXU
1984-1986: Natural Sciences and Engineering Research Council Graduate Fellowship, McGill University
1996-1998: Fonds de la Recherche en Sante Du Quebec Graduate Fellowship, McGill University
1991-1992: NIH Postdoctoral Traineeship, Laboratory of Neuroendocrinology, UCLA
1992-1993: National Research Service Award (NIH HD07596), UCLA School of Medicine
1994-1996: University of New Orleans Research Development Award
1998: Board of Regents Support Fund: Research and Development Award (declined/relocate with spouse)

**B. Peer-reviewed publications (in chronological order).**


C. Research Support

**Ongoing Research Support**

BCS-0618411 Alexander (PI) 9/01/06-9/31/10
Eye Tracking Studies of Gender Development
This research investigates the role of hormonal and social factors on the emergence of gender-linked visual preferences in early infancy and their association with the development of gender-linked social behaviors in early childhood.
Role: PI

**Completed Research Support**

R21 MH071414 Alexander (PI) 7/01/04-6/01/07
Biosocial Activation of Sex-Linked Cognitive Behavior
The research examined relations among emotional stimuli, sex steroids, and performance on sex-linked spatial abilities in women and men.
Role: PI
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.

Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winfred Arthur, Jr.</td>
<td>Professor (Psychology and Management)</td>
</tr>
</tbody>
</table>

| eRA COMMONS USER NAME (credential, e.g., agency login) | |

<table>
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<tr>
<th>EDUCATION/TRAINING</th>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
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<tbody>
<tr>
<td>EDUCATION/TRAINING</td>
<td>University of Ghana, Legon, Ghana</td>
<td>B.A. (hons)</td>
<td>1979</td>
<td>Psychology</td>
</tr>
<tr>
<td>EDUCATION/TRAINING</td>
<td>University of Akron, Akron, Ohio</td>
<td>M.A.</td>
<td>1985</td>
<td>I/O Psychology</td>
</tr>
<tr>
<td>EDUCATION/TRAINING</td>
<td>University of Akron, Akron, Ohio</td>
<td>Ph.D.</td>
<td>1988</td>
<td>I/O Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**A. POSITIONS AND HONORS.**

2000 - Present  Texas A&M University, Professor of Psychology.
2000 - Present  Texas A&M University, Professor of Management. Joint appointment.
1997 - 2006  Texas A&M University, Program Chair, Industrial/Organizational Psychology Program.
1994 - 2000  Texas A&M University, Associate Professor of Psychology.
1987 - 1994  Texas A&M University, Assistant Professor of Psychology.

2008 - Present  Editorial Board, Journal of Applied Psychology
2007 - Present  Editorial Board, Industrial and Organizational Psychology: Perspectives on Science and Practice
2005 - 2007  Associate Editor, Journal of Applied Psychology
2004 - 2007  Editorial Board, Personnel Psychology

Cornerstone Faculty Fellow, Texas A&M University College of Liberal Arts, September 2008-August 2012.
Texas A&M University College of Liberal Arts Research Award, 2005.

**B. SELECTED PUBLICATIONS** (past 5 years only; Texas A&M graduate student [both current and former] coauthors are **underlined**; other graduate students are **double-underlined**)


C. RESEARCH SUPPORT (past 5 years only; Texas A&M graduate student [both current and former] coauthors are underlined; other graduate students are double-underlined)

An initial investigation of the after-action review (AAR) as a training approach: Effectiveness in co-located and distributed training environments. Link Training and Simulations Systems, Mesa, AZ; and Department of
Defense, USAF Air Force Research Laboratory (AFRL), Warfighter Training Research Division, Mesa, AZ. August 2007. [$24,750]


*Team complex skill acquisition, decay, transfer, and reacquisition in complex task training and performance environments.* [With Winston Bennett, Jr., AFRL/HE]. The Defense Advanced Research Project Agency (DARPA), and Air Force Research Laboratory Human Effectiveness Directorate (AFRL/HE). November 2005-August 2007. [$250,000]


BIOGRAPHICAL SKETCH
Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person.    DO NOT EXCEED FOUR PAGES.

NAME
Steve Balsis, Ph.D.

POSITION TITLE
Assistant Professor of Psychology

EDUCATION/TRAINING
Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>College of the Holy Cross</td>
<td>B.S.</td>
<td>1999</td>
<td>Psychology/Gerontology</td>
</tr>
<tr>
<td>Washington University in St. Louis</td>
<td>M.S.</td>
<td>2003</td>
<td>Clinical Geropsychology</td>
</tr>
<tr>
<td>Washington University in St. Louis</td>
<td>Ph.D.</td>
<td>2008</td>
<td>Clinical Geropsychology</td>
</tr>
<tr>
<td>Houston VA Medical Center</td>
<td>Intern</td>
<td>2008</td>
<td>Clinical Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS:
2007-present Assistant Professor, Department of Psychology, Texas A&M University
2007-present Associate Editor (New and Emerging Professionals Section Editor), Clinical Gerontologist
2009-present Editorial Board, Assessment
2007-present Ad hoc reviewer, Aging and Health, Aging and Mental Health, Assessment, Clinical Gerontologist, Journal of Personality Disorders, Personality Disorders: Theory, Research, and Treatment

B. PEER-REVIEWED PUBLICATIONS: (Underlined Names are Students)


Cooper, L. D., & Balsis, S. (2009). When less is more: how fewer diagnostic criteria can indicate more personality disorder pathology. *Psychological Assessment (Special Issue), 21*, 285 – 293.


**C. RESEARCH SUPPORT**

**Ongoing Research Support (past three years)**


**Completed Research Support (past three years)**

*National Research Service Award (5F31-MH075336), 2006-2007. Assessment of Personality Disorders in Older Adults. Awarded by the National Institute of Mental Health. Principal Investigator, Steve Balsis.*
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

### NAME
Terrence M. Barnhardt

### POSITION TITLE
Associate Department Head

### Instructional Assistant Professor

### eRA COMMONS USER NAME (credential, e.g., agency login)

### EDUCATION/TRAINING
*(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
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<tbody>
<tr>
<td>University of North Dakota</td>
<td>B.A.</td>
<td>1979</td>
<td>Psychology</td>
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<tr>
<td>California State University, Sacramento</td>
<td>M.A.</td>
<td>1989</td>
<td>Psychology</td>
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<tr>
<td>University of Arizona</td>
<td>Ph.D.</td>
<td>1993</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Illinois, Champaign-Urbana</td>
<td>Postdoc</td>
<td>1993-1995</td>
<td>Cognitive Psychophysiology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

### A. Positions and honors:

#### Positions
- **1995-2000** Visiting Assistant Professor, University of Texas, Arlington
- **2000-2005** Visiting Assistant Professor, Texas A&M University, College Station
- **2005-2007** Assistant Research Scientist, Texas A&M University, College Station
- **2007-present** Instructional Assistant Professor, Texas A&M University, College Station
  - Associate Department Head, Texas A&M University, College Station

#### Honors
- **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

### B. Peer-reviewed publications


**Book chapters**


**C. Research Support**
NAME  
Ludy T. Benjamin, Jr.

POSITION TITLE  
Professor of Psychology

EDUCATION/TRAINING  
(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<th>DEGREE (if applicable)</th>
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<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Univ. of Texas, Austin</td>
<td>B.A.</td>
<td>1966</td>
<td>Psychology</td>
</tr>
<tr>
<td>Texas Christian University</td>
<td>Ph.D.</td>
<td>1971</td>
<td>Experimental Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS:

1980 – present  Professor of Psychology, Texas A&M University
1978-1980    Director of Education, American Psychological Association
1970-1978    Assistant and Associate Professor, Nebraska Wesleyan University-Lincoln

Distinguished Teaching Award, American Psychological Foundation, 1986
Glasscock Professorship in Undergraduate Teaching excellence, TAMU, 1996-2007
Fasken Chair in Distinguished Teaching, TAMU, 2000-2005
Distinguished Career Contributions to Education and Training Award, Amer. Psychol. Association, 2001
Helmut Adler Award for Distinguished Research Contributions, New York Academy of Sciences, 2003
Presidential Professor of Teaching Excellence, TAMU, 2003 – present
Lifetime Achievement Award for Research, Society for the History of Psychology, American Psychological Association, 2007

B. SELECTED PUBLICATIONS:  (past 5 years only)

Books:

Journal Articles:


Book Chapters:


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
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<tbody>
<tr>
<td>Mindy E. Bergman</td>
<td>Associate Professor</td>
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eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<tbody>
<tr>
<td>University of Oklahoma, Norman OK</td>
<td>BS</td>
<td>1996</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign, Urbana IL</td>
<td>AM</td>
<td>1999</td>
<td>Industrial-Organizational Psychology</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign, Urbana IL</td>
<td>PhD</td>
<td>2001</td>
<td>Industrial-Organizational Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. EMPLOYMENT AND HONORS:

2009-present Associate Professor, Department of Psychology, Texas A&M University
2001-2008 Assistant Professor, Department of Psychology, Texas A&M University
2009-present Editorial Board, Journal of Business and Psychology
2007-2008 Faculty Fellow, Race and Ethnic Studies, Texas A&M University
2007-present Faculty Fellow, Mary Kay O'Connor Process Safety Center, Texas A&M University

B. SELECTED PUBLICATIONS: (graduate student mentees are underlined)


**C. RESEARCH SUPPORT**


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Bermudez-Rattoni, Federico

POSITION TITLE
Professor of Neuroscience

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Los Angeles</td>
<td>Ph.D.</td>
<td>1984</td>
<td>Psychology/Neuroscience</td>
</tr>
<tr>
<td>National University of Mexico</td>
<td>M.D.</td>
<td>1978</td>
<td>Medicine</td>
</tr>
<tr>
<td>Rensselaer Polytechnic Institute, N.Y.</td>
<td>M.S</td>
<td>1980</td>
<td>Psychopharmacology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

Positions
1975-1979. Research Assistant. Departament of Physiology, Faculty of Medicine. UNAM.
1982-1984. Staff Research Associate. Neuropsychiatric Institute, University of California, Los Angeles.
1984-1987. Associated Professor, Department of Neurosciences, Institute of Cellular Physiology, UNAM.
1987-            Professor, Department of Neurosciences, Institute of Cellular Physiology, UNAM.

Other Experience and Professional Memberships
1990-1991 Visiting Professor, Center for the Neurobiology of Learning and Memory, University of California, Irvine. Jan-Dec,
1993-2005. Head of the Department of Neuroscience. Instituto de Fisiología Celular,

Honors
1993. Awarded by the Medical Research Prize “Dr. Jorge Rosenkranz” Syntex Institute
1992. Patrimonial Chair for Excellence III. Conacyt,
B. SELECTED PUBLICATIONS: (past 5 years only, selected from 113 publications)


7. Rodríguez-Ortiz, C.J., De la Cruz V., Gutiérrez R., and Bermúdez-Rattoni F. Protein síntesis underlies post-retrieval memory consolidation to a restricted degree only when updated information is obtained. *Learning & Memory*, 12:533–537, 2005


21. Rodríguez-Ortiz C.J., Garcia-DelaTorre P., Benavidez E., Ballesteros MA., Bermudez-Rattoni F. intrahippocampal anisomycin infusions disrupt previously consolidated spatial memory only when memory is updated. *Neurobiology Learning and Memory*. 89, 352-359. 2008.


C. Research Support

**Ongoing Research Support**

*Donativo de DGAPA-IN215001. Mecanismos moleculares de la formación de la memoria de reconocimiento. 2006-2009. 60 000 USD. Role: PI*

*Donativo CONACYT 006478. Mecanismos moleculares y estructurales en la formación y evocación de la memoria de reconocimiento. 2007-2010. 370 000 USD. Role: PI*

*UC-Mexus-CONACYT. Collaborative grant with Laferla F. Early molecules signals underlying cognitive impairments in Alzheimer’s disease-related trasngenic mice. 2007-2009. 25 000 USD. Role: Co-PI.*

**Completed Research Support**

*DGAPA IN-212996. Mecanismos neurales e immunolóxicos en el condicionamiento inmunactivador 1996-1999. 50 000 USD. Role: PI*

*CONACyT 31842-N. “Modulación Colinérgica Cortical en la Formación de Memoria (2ª Etapa) 1999-2001. 120 000 USD. PI*

*DGAPA IN-214399. Modificaciones estructurales en el sistema nervioso central asociados a la formación de la memoria. 1999-2001. 60 000 USD. Role: PI*

*DGAPA IN215001. “Interacción de los receptores colinérgicos y glutamatérgicos en la formación de la memoria”. 2001-2003. 60 000 USD. Role: PI*


*Donativo CONACYT-SEP 42657EQ. Señales moleculares en la formación de la memoria. 2004-2007. 120 000 USD. Role: PI*
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Christopher M. Berry

POSITION TITLE
Assistant Professor of Psychology

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>Whitworth College, Spokane, WA</td>
<td>B.A.</td>
<td>05/00</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Minnesota, Minneapolis, MN</td>
<td>Ph.D.</td>
<td>08/07</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS:

2009-present Texas A&M University, Assistant Professor of Psychology
2007-2009 Wayne State University, Assistant Professor of Psychology

Nominated for the 2010 Academy of Management Human Resource Division’s Scholarly Achievement Award
Featured Top Poster at the 2009 Society for Industrial and Organizational Psychology Conference
Human Resource Research Organization’s Meredith P. Crawford Fellowship (2006-2007)
Society for Industrial and Organizational Psychology’s John C. Flanagan Award (2004)

B. PUBLICATIONS:

Berry, C. M., Sackett, P. R., & Tobaras, V. (in press). A meta-analysis of conditional reasoning tests of aggression. *Personnel Psychology.*


*Both authors contributed equally, authorship order was arbitrary.


**C. RESEARCH SUPPORT**


BIOGRAPHICAL SKETCH
Provide the following information for the key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Jennifer L. Bizon

POSITION TITLE
Assistant Professor of Psychology

eRA COMMONS USER NAME

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as)

<table>
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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
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</thead>
<tbody>
<tr>
<td>University of North Carolina at Chapel Hill</td>
<td>BS</td>
<td>1993</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>PhD</td>
<td>1998</td>
<td>Psychobiology</td>
</tr>
<tr>
<td>Johns Hopkins University</td>
<td>Post-doc</td>
<td>1998-2002</td>
<td>Neuroscience</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

Positions and Employment
1993          Research Assistant at University of North Carolina at Chapel Hill
1993-1998     Graduate Student Assistant, University of California, Irvine, Laboratory of Dr. Christine Gall
1998-2003     Postdoctoral Fellow, Johns Hopkins University, Laboratory of Dr. Michela Gallagher
2002-2003     Assistant Research Scientist, Dept. of Psychology, Johns Hopkins University
2003-present Assistant Professor of Psychology, Texas A&M University
2003-present Faculty of Neuroscience, Texas A&M University

Honors and Professional Activities
Graduated with Highest Honors (Psychology) UNC-Chapel Hill
Leadership and Service Award (2008), Faculty of Neuroscience, Texas A&M University
Montague Center for Teaching Excellence Award (2008), College of Liberal Arts, Texas A&M University

Editorial Board, Neurobiology of Aging (2008-present)

B. Selected Peer-reviewed Publications


C. Research Support.

**Ongoing Research Support**

**R01 AG029421** 8/1/07-6/30/12 $1,025,000.00

“Basal Forebrain and Cognitive Aging: Novel Experimental and Therapeutic Avenues"

*Principal Investigator: Jennifer L. Bizon (35% effort)*

National Institute of Aging

**R01-DA13188** 8/01/07-6/30/11 $1,000,000.00

“Heavy Metal and Drug Self-Administration: Mechanisms”

*Co-Principal Investigator: Jennifer L. Bizon (15% effort)*

National Institute of Drug Abuse, Jack Nation, PI

**R01-NS041548** 4/1/07-3/31/11 $987,756.00

“Learning within the spinal cord: clinical implications”

*Co-Investigator: Jennifer L. Bizon (15% effort)*

National Institute of Neurological Disorders and Stroke, Jim W. Grau, PI

**R01-AA012386** 8/01-8/1/12 $900,000.00

“CNS Development GABAARs and Vulnerability to Ethanol”

*Co-Investigator: Jennifer L. Bizon (10% effort)*

National Institute on Alcohol Abuse and Alcoholism, Gerald Frye, P.I.

**R01- NS060822** 3/1/07-3/1/11 $900,000.00

“Impact of stress on glia activation and sickness behavior during CNS infections”

*Co-Investigator: Jennifer L. Bizon (5% effort)*

National Institute of Neurological Disorders and Stroke, Mary Meagher, P.I.
F31-Pre-doctoral Student: Candi LaSarge-Jendro        6/1/08- 12/1/10   $77,807.00
Sponsor: Jennifer L. Bizon
National Institute of Neurobiological Disorders and Stroke

Completed Research Support, Last 3 Years:

R01-AG07805 10/1/06-8/31/08 $900,000.00
“Physiology of cholinergic basal forebrain neurons”
Co-Investigator: Jennifer L. Bizon (15% effort)
National Institute of Aging, William H. Griffith, PI

F31- Pre-doctoral Student: Nicholas Simon 2/1/08-2/1/10 $58,612.00
Co-Sponsor: Jennifer L. Bizon (with Barry Setlow)
National Institute of Drug Abuse
NAME
Anthony E. Bourgeois

POSITION TITLE
Associate Professor of Psychology

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>University of Southwestern Louisiana</td>
<td>BS</td>
<td>1962</td>
<td>Psychology/Math</td>
</tr>
<tr>
<td>Baylor University</td>
<td>Ph.D.</td>
<td>1967</td>
<td>Experimental Psychology</td>
</tr>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS:
1966 – present   Psychology Professor, Texas A & M University

B. SELECTED PUBLICATIONS:


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person.  DO NOT EXCEED FOUR PAGES.

<table>
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<tr>
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<th>POSITION TITLE</th>
<th>eRA COMMONS USER NAME (credential, e.g., agency login)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antonio Cepeda-Benito</td>
<td>Dean of Faculties</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor of Psychology</td>
<td></td>
</tr>
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</table>

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wisconsin-Milwaukee</td>
<td>B.A.</td>
<td>1988</td>
<td>Psychology</td>
</tr>
<tr>
<td>Purdue University, West Lafayette, IN</td>
<td>M.S.</td>
<td>1991</td>
<td>Psychology</td>
</tr>
<tr>
<td>Purdue University, West Lafayette, IN</td>
<td>Ph.D.</td>
<td>1994</td>
<td>Psychology</td>
</tr>
<tr>
<td>Indiana University School of Medicine, Indianapolis</td>
<td>Internship</td>
<td>1994</td>
<td>Clinical Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

C. Positions and honors:

Positions
Assistant Professor (1994 to 2000)
Associate Professor (2000 to 2005)
Invited Professor at the University of Alicante, Alicante—Spain (2001-02)
Professor (2005-present)
Associate Dean of Faculties (2006 to 2009)
Dean of Faculties (2009 to present)
Licensed Psychologist by the Texas Board of Examiners of Psychologists, since April, 1996.

Honors

- JAMES D. LINDEN AWARD (Presented Annually to the Graduate Clinical Student that best fits the Scientist-Clinical model of the Clinical Psychologist, Purdue University, West Lafayette, IN)
- PHI BETA DELTA - Honor Society for International Scholars
- SIGMA XI -The Scientific Research Society
- PSYCHOLOGY TEACHER OF THE YEAR AWARD-1997-98 -
- TEXAS A&M UNIVERSITY ACADEMIC INSPIRATION AWARD-1999
- COLLEGE OF LIBERAL ARTS SUPERIOR SERVICE AWARDS-2002 in recognition of exemplary values and promoting efforts in promoting DIVERSITY (Texas A&M University)
- NATIONAL AWARD OF EXCELLENCE IN PUBLIC SERVICE-2006 (National Hispanic Science Network on Drug Abuse for contributions to International Research).

B. Selected peer-reviewed publications.


BOOK CHAPTERS

BOOKS

C. Research Support.
$10,000 Development of an Adolescent HIV/STD Risk-of-Exposure Screen (January, 2007 Subcontract with a 5-year, multi-site study funded by the National Institute on Drug Abuse, NIH) (December 2006; PI on Sub-contract)
$10,000 Development of an Adolescent HIV/STD Risk-of-Exposure Screen (December 2006 Subcontract with a 5-year, multi-site study funded by the National Institute on Drug Abuse, NIH) (December 2006; PI on Sub-contract)
$27,000 Ministerio de Ciencia y Tecnología (Ministry of Science and Tecnology-Spain) Food Cravings and Eating Disorders: Assessment Instruments and Physiological Mechanisms. 2002-2005 (with M Carmen Fernández and Jaime Vila)
$20,000 Ministerio de Educación, Cultura y Deporte: Ayudas Para Estancias de Profesores, Investigadores, Doctores y Tecnólogos Extranjeros en España (Ministry of Education Culture and Sports-Spain) Grants provided to finance the stay of foreign investigators, doctors, and technologists in Spain. Smoking and Eating Disorders Research. 2001-2002 (with Abilio Reig-Ferrer)
$5,000 Ajuda per a estades d'investigadors convidats en universitats i altres centers d'investigació situats a la comunitat valenciana (Grants provided to finance the stay of investigators invited to conduct research in universities and research centers of the Valencia region/community-Spain). Validation of the Spanish Version of Marital Satisfaction Inventory-Revised with a National Spanish Sample. May-July, 2001 (with Abilio Reig-Ferrer)
$6,906 Program to Enhance Scholarly and Creative Activities, Texas A&M University 1996
BIOGRAPHICAL SKETCH

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<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
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<tbody>
<tr>
<td>Emily S. Davidson</td>
<td>Associate Professor</td>
</tr>
</tbody>
</table>

**eRA COMMONS USER NAME (credential, e.g., agency login)**

**EDUCATION/TRAINING** *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Southern Methodist University</td>
<td>B.A.</td>
<td>1970</td>
<td></td>
</tr>
<tr>
<td>State University of New York at Stony Brook</td>
<td>Ph.D.</td>
<td>1975</td>
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</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**D. Positions and honors:**

**Positions and Employment**

1999-present Graduate Adviser, Department of Psychology, Texas A&M University  
Spring, 1995 Visiting Scholar, School of Education, University of California-Berkeley, Berkeley, California.  
1982-present Associate Professor, Department of Psychology, Texas A&M University, College Station, Texas (Tenured, Fall, 1983)  
1980-82 Assistant Professor, Department of Psychology, Texas A&M University, College Station, Texas  
1974-1980 Assistant Professor, Department of Psychology, Vanderbilt University, Nashville, TN  
1972-1973 Internship, Psychological Services, SUNY at Stony Brook.  
1971-1972 Clinical practicum, Psychological Services, SUNY at Stony Brook.

**Honors**

Alpha Lambda Delta (freshman women's honorary)  
Phi Beta Kappa, 1970  
Woodrow Wilson Fellow, 1970-71  
University Fellow (SUNY), 1970-71  
NSF Fellow, 1970-71 (declined)  
Distinguished Teaching Award, 1986  
Diversity Award (Department of Multicultural Services), 1992  
University Honors Teacher-Scholar Award, 1996
B. Selected peer-reviewed publications (in chronological order).


C. Research Support.

1975 University Research Council. The effects of television on children
1977 Spencer Foundation Seed Grant. Children's comprehension of sex-role behaviors on television. $5,000.
1978 NSF Workshop on Women in Science (with Molly Miller and Sally Seaver)
1982 Demonstrations and Experiments in Psychology: A Workshop for High School Teachers. $21,702 (with Ludy T. Benjamin and Charles M. Stoup)
1992 Cocaine Sensitization in Humans. $6000, College of Liberal Arts, TAMU (with Susan Schenk)
1993 Cocaine Sensitization in Humans. $4000, College of Liberal Arts, TAMU (with Susan Schenk)
1994 Initial Reactions to Cocaine in Substance Abusers. $788, Faculty Mini-grant.
1994 Post-Traumatic Stress Disorder in Minority College Students. $2500, College of Liberal Arts.
BIOGRAPHICAL SKETCH
Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

---

**NAME**
Joseph W. Ditre

**POSITION TITLE**
Assistant Professor of Psychology

**eRA COMMONS USER NAME**
(credential, e.g., agency login)

**EDUCATION/TRAINING**
(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>Binghamton University (SUNY), Binghamton, NY</td>
<td>B.A.</td>
<td>12/98</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of South Florida, Tampa, FL</td>
<td>M.A.</td>
<td>05/07</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>University of South Florida, Tampa, FL</td>
<td>Ph.D.</td>
<td>08/10</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>James A. Haley Veterans’ Hospital, Tampa, FL</td>
<td>Clinical Intern</td>
<td>08/10</td>
<td>Clinical Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

---

A. Professional Positions

08/2010 - Present  Assistant Professor, Department of Psychology, Texas A&M University
08/2009 - 08/2010  Clinical Intern, Mental Health & Behavioral Science Service, James A. Haley Veterans’ Hospital

B. Selected Honors and Awards (2007 - present)

2008  American Psychological Association Dissertation Research Award
2008  NIDA Division of Basic Neuroscience and Behavioral Research Invited Talk and Travel Award
2008  Moffitt Cancer Center Outstanding Graduate Student Research Award
2007  Valerie Reed Memorial Award, Department of Psychology, University of South Florida

C. Publications


D. Research Grants Awarded


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Paul W. Eastwick

POSITION TITLE
Assistant Professor of Psychology

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>DEGREE (if applicable)</th>
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<tr>
<td>Cornell University, Ithaca, NY</td>
<td>B.A.</td>
<td>2001</td>
<td>Psychology</td>
</tr>
<tr>
<td>Northwestern University, Evanston, IL</td>
<td>M.S.</td>
<td>2005</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>Northwestern University, Evanston, IL</td>
<td>Ph.D.</td>
<td>2009</td>
<td>Social Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS:

2009-present Texas A&M University, Assistant Professor of Psychology
2009-present Editorial Board, Journal of Experimental Social Psychology
2004-2007 NSF Graduate Research Fellowship recipient

B. SELECTED PUBLICATIONS:


NAME: John F. Edens  
POSITION TITLE: Associate Professor  
eRA COMMONS USER NAME:  

EDUCATION/TRAINING  
(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

<table>
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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>West Virginia State College</td>
<td>B.A.</td>
<td>1989</td>
<td>Psychology</td>
</tr>
<tr>
<td>Marshall University</td>
<td>M.A.</td>
<td>1991</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>Ph.D.</td>
<td>1996</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>University of South Florida (postdoctoral fellow)</td>
<td></td>
<td>1998</td>
<td>Forensic Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, and C of the Biographical Sketch.

A. Positions and honors.

Positions:
1. Sam Houston State University, Department of Psychology: September 1998-August 2004
2. Southern Methodist University, Department of Psychology: September 2004-May 2007
3. Texas A&M University, Department of Psychology: August 2007-Present

Other Experience and Professional Memberships:
1. American Psychological Association, Member: 1997-Present
2. Associate Editor, Assessment: 2004-Present
3. Editorial Board Member, Journal of Abnormal Psychology: 2007-Present
4. Editorial Board Member, Psychological Assessment: 2007-Present
5. Editorial Board Member, Journal of Personality Assessment: 2004-Present
6. Editorial Board Member, Law and Human Behavior: 2003-Present
7. Editorial Board Member, Behavioral Sciences and the Law: 2003-Present
8. Editorial Board Member, International Journal of Forensic Mental Health: 2003-Present
9. Grant Reviewer, National Science Foundation Law & Social Science Program: 2005

Awards
1. Child and School-Related Issues Special Interest Group Graduate Student Research Award: Awarded by the Association for the Advancement of Behavior Therapy: 1995

B. Selected peer-reviewed publications (in chronological order).


C. Research Support.


BIOGRAPHICAL SKETCH
Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Shoshana Eitan

POSITION TITLE
Assistant Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Open University, Tel-Aviv, Israel</td>
<td>BA</td>
<td>1987-1990</td>
<td>Biology</td>
</tr>
<tr>
<td>Weizmann Institute of Science, Rehovot, Israel</td>
<td>MSc</td>
<td>1990-1992</td>
<td>Neurobiology</td>
</tr>
<tr>
<td>Weizmann Institute of Science, Rehovot, Israel</td>
<td>PhD</td>
<td>1992 – 1997</td>
<td>Neurobiology</td>
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</table>

A. Positions and Honors

Positions and Employment
1997-2000 Trainee, Norman Cousin Center of Psychoneuroimmunology, UCLA, Los Angeles, CA
2000-2002 Post-Doctoral Fellow, Neuropsychiatric Institute, UCLA, Los Angeles, CA
2002-2005 Assistant Researcher, Neuropsychiatric Institute, UCLA, Los Angeles, CA
2005-present Assistant Professor, Behavioral and Cellular Neuroscience, Department Of Psychology, Texas A&M University, College Station, TX

Honors
1992 Wolf Prize Award for Master Students.
1997 Rotschild Foundation Scholar.

B. Selected peer-reviewed publications (in chronological order):


C. Research Support
9/1/06 –9/1/08 Principal Investigator- NIH- B/START DA022402-01, Grant Title: “Functionality of the opioid system during adolescent development across genders”, Award amount $72,750.

6/1/10 –5/30/10 Principal Investigator- Hogg Foundation Mental Health Faculty Grant, Grant Title: “Mood disorders co-morbidities and nonmedical opioid use”, Award amount $15,000.
NAME
Sherecce A Fields

POSITION TITLE
Assistant Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duke University</td>
<td>B.S.</td>
<td>1994-1998</td>
<td>Chemistry/Psychology</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>M.A.</td>
<td>2001-2004</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>University of South Florida</td>
<td>Ph.D.</td>
<td>2004-2008</td>
<td>Clinical Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

Positions and Honors. List in chronological order previous positions, concluding with your present position. List any honors. Include present membership on any Federal Government public advisory committee.

Professional Positions:

September 2007 – August 2008: Internship at the Child and Family Development Center at Saint John’s Health Center, Santa Monica, CA

September 2008 – June 2010: Postdoctoral Fellowship at the Research Institute at Nationwide Children’s Hospital, Columbus, OH

July 2010 -  Assistant Professor, Department of Psychology, Texas A&M University, College Station, TX

Professional Memberships:

2001-present Member, American Psychological Association
2008-present Member, Society for Research in Child Development
2008-present Member, Society for Research on Nicotine and Tobacco

Honors:

2001-2004: Graduate Educational Opportunities Grant, University of South Florida
2004: Valerie Reed Memorial Award, University of South Florida
1997: Howard Hughes Research Grant
    Duke University Research Support Grant
Selected peer-reviewed publications (in chronological order).


C. Research Support.

Currently working on NIH Grant Application NIDA R03 – The role of impulsivity in eating behavior and BMI in adolescent smokers and nonsmokers. Role: Principle Investigator
**NAME**
Lisa Geraci  
  
**POSITION TITLE**
Assistant Professor  
  
**eRA COMMONS USER NAME** (credential, e.g., agency login)

**EDUCATION/TRAINING**  *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)*

<table>
<thead>
<tr>
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<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
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<tbody>
<tr>
<td>Stony Brook University</td>
<td>Ph.D.</td>
<td>1996-2001</td>
<td>Experimental Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**E. Positions and honors:**

**Positions and Employment**
2003 - 2005: Research Associate, Department of Psychology, Washington University in St. Louis.  
2005 – present: Assistant Professor, Department of Psychology, Texas A&M University

**Professional Memberships**
The American Psychological Association  
The Association for Psychological Science  
The Psychonomic Society, member

**Honors**
2002: Invited participant in NIA’s Summer Institute on Aging, Airlie, Virginia.

**F. Selected peer-reviewed publications (in chronological order).**


C. Research Support.


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
James W. Grau

POSITION TITLE
Professor, Behavioral & Cellular Neuroscience
Psychology and Faculty of Neuroscience
Chair, Faculty of Neuroscience

NAME
James W. Grau

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Colorado, Boulder, CO</td>
<td>B.A.</td>
<td>1981</td>
<td>Molecular Bio./Psychology</td>
</tr>
<tr>
<td>University of Pennsylvania, Philadelphia, PA</td>
<td>M.A.</td>
<td>1982</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>University of Pennsylvania, Philadelphia, PA</td>
<td>Ph.D.</td>
<td>1985</td>
<td>Experimental Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

**Professional Experience**
Research Assistant, Biopsychology, Univ. of Colorado, 1978-1981, under Dr. S. F. Maier.
Graduate Student, Psychology, Univ. of Pennsylvania, 1981-1985, under Dr. R. A. Rescorla.
Visiting Assistant Professor, Psychology, Univ. of North Carolina at Chapel Hill, 1985-1987.
Assistant Professor, Psychology, Texas A & M University, 1987-1992
Associate Professor, Psychology and Faculty of Neuroscience, Texas A&M University, 1992-1998
Professor, Psychology and Faculty of Neuroscience, Texas A&M University, 1998-present
Chair, Faculty of Neuroscience, 2007-present

**Honors and Awards**
Phi Beta Kappa
Visiting Scholar, Biopsychology, University of Texas at Austin, 1993-1994, Spring 1998
APA Fellow (Divisions 3, 6 and 28)
University Faculty Fellow Award, Texas A&M University, 2000-2005 ($100,000)
University Research Award, 2001
Elected President of Division 6 (Behavioral Neuroscience and Comparative, Am. Psy. Assn.), 2003
Mary Tucker Currie Professor of Psychology, Fall, 2005 (and continuing)

**Society Memberships:** Society for Neuroscience, Neurotrauma, International Association for the Study of Pain, American Psychological Association, American Psychological Society, Psychonomics.

B. Selected Peer-reviewed Publications (out of 73)


C. Research Support

CURRENT GRANTS

**RO1 NS41548-08** (PI: Grau) 2/15/07-1/31/11 NIH/NINDS
Learning Within the Spinal Cord: Clinical Implications
The grant examines the role of BDNF in spinal plasticity. The major goals are: 1) Examine whether BDNF treatment has a protective effect; 2) establish how instrumental training affects BDNF levels; and 3) evaluate whether controllable stimulation may benefit recovery after a spinal cord injury by up-regulating BDNF.
Overlap: None

**RO1 HD058412-03** (PI: Grau) 9/1/07-8/30/11 NIH/NICHD
Influence of Environmental Stimulation and Learning on Recovery After Injury
The major goals of this project are to examine the types of nociceptive stimuli that influence recovery after a spinal cord injury and the role of brain systems.
Overlap: None

**Mission Connect** (PI: Hook) 5/1/09-4/30/11 Mission Connect
The effects of morphine on recovery of function after SCI
We have previously shown that morphine treatment impairs recovery after a contusion injury. The experiments outlined in this grant explore the circumstances under which this effect occurs (how drug treatment interacts with injury severity and time since injury), the impact of other commonly used opiates, and whether inactivating the cord prior to treatment (using lidocaine) has a protective effect.
Overlap: None

**RO1 NS41548-08S1** (PI: Grau) 9/30/09-1/31/2011 NIH/NINDS
Learning Within the Spinal Cord: Clinical Implications
Funds requested within this supplement will cover 12 mos. of support for Dr. Garraway during the period of 9/30/09 to 1/31/2011.
Overlap: None

**RO1 NS069537-01** (PI: Ferguson) 04/01/10-03/31/13 NIH/NINDS
Metaplasticy and Recovery After Spinal Cord Injury: Cellular Mechanisms
The proposed project explores cellular mechanisms that regulate a form of spinal cord learning that is thought to contribute to recovery of function after SCI.
Role: Co-I
Overlap: None
NAME
Harmon-Jones, Eddie

POSITION TITLE
Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>University of Alabama – Birmingham</td>
<td>BS</td>
<td>1990</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>MA</td>
<td>1993</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>PhD</td>
<td>1995</td>
<td>Social Psy, Psychophysio</td>
</tr>
<tr>
<td>University of Texas Medical Branch Galveston</td>
<td>Post</td>
<td>1996</td>
<td>Psychophysiology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. EMPLOYMENT AND HONORS:

Employment
06/95 - 08/96: Postdoctoral Research Fellow at University of Texas Medical Branch at Galveston
09/96 – 05/97: Visiting Assistant Professor at University of Texas – Arlington
09/97 – 05/02: Assistant Professor at University of Wisconsin -- Madison
06/02 – 08/04: Associate Professor at University of Wisconsin – Madison
08/04 – 09/07: Associate Professor at Texas A&M University
09/07 – present: Professor at Texas A&M University

Honors
-Society for Psychophysiological Research Distinguished Award for an Early Career Contribution, 2002
-Vilas Associate Professor of Psychology, UW-Madison, 2002-2004
-Listed in the Institute for Scientific Information’s Essential Science Indicators representing the top 1% of cited scientists in Psychiatry/Psychology
-2009 Distinguished Alumni Award, University of Alabama at Birmingham, Department of Psychology

Editorships
-Co-editor of Special Section on Social Neuroscience at Journal of Personality and Social Psychology: ASC (2003)
-Associate Editor – Emotion (2010 to present);

B. SELECTED PUBLICATIONS: (past 5 years only, selected from 107 publications; grad students underlined)


**Books (last 5 years)**


**C. RESEARCH SUPPORT (last 5 years)**

-- National Institute of Mental Health (Co PI; BAS and Bipolar Spectrum: Biopsychosocial Integration), 2002-2007, $1,528,047

-- National Institute of Health Loan Repayment Program (PI; Approach Motivation System Dysregulation in Bipolar Disorder); 2003 – 2006, $10,000

-- National Science Foundation (P.I.; Anger & Approach Motivation), 2003-2006, $317,000

-- National Science Foundation (P.I.; Considering Approach Motivational Intensity within Positive Affect), 07/2007 – 06/2010, $393,000

-- National Institute of Mental Health (Co-I; BAS and Bipolar Disorder: Prospective Biobehavioral High Risk Design), 2007-2012, $2,437,500

-- National Science Foundation (P.I.; Approach Motivation, Anger, & Positive Affects), 09/2009 – 08/2012, $466,225

-- National Science Foundation (co-P.I.; Distinguishing impulse strength from self-control strength as causes of self-control failure), 09/2009 – 08/2012, $375,000
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.

Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Heffer, Robert Warren

POSITION TITLE
Clinical Associate Professor, Director, TAMU Psychology Clinic, & Associate Director of Clinical Training

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Wheaton College, Wheaton, IL</td>
<td>BA</td>
<td>1981</td>
<td>Psychology</td>
</tr>
<tr>
<td>Louisiana State University, Baton Rouge, LA</td>
<td>MA</td>
<td>1984</td>
<td>Clinical Psychology</td>
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<tr>
<td>Louisiana State University, Baton Rouge, LA</td>
<td>PhD</td>
<td>1988</td>
<td>Clinical Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

Professional Experience
2007-present  Associate Director of Clinical Training; Director, TAMU Psychology Clinic; Clinical Associate Professor, Department of Psychology, Texas A&M University, College Station, TX
Jan.- June 2009  Acting Director of Clinical Training (DCT on developmental leave), Department of Psychology, Texas A&M University, College Station, TX
2002-present  Director, TAMU Psychology Clinic; Clinical Associate Professor, Department of Psychology, Texas A&M University, College Station, TX
1991-2002  Director, TAMU Psychology Clinic; Clinical Assistant Professor, Department of Psychology, Texas A&M University, College Station, TX
1991  Interim Director, Psychology Department, Children's Hospital, New Orleans, LA
1987-1991  Staff Psychologist/Services Coordinator, Psychology Department, Children's Hospital, New Orleans, LA

Other Experience and Professional Memberships
2008-present  Consulting Editor, Training and Education in Professional Psychology
2003-2010  President-Elect, President, Past President, Association of Psychology Training Clinics
1996-present  Executive Committee, Association of Psychology Training Clinics

Honors
2009  Recipient, Texas Psychological Association Outstanding Contribution to Education
2009  Recipient, TAMU Student Led Award for Teaching Excellence—SLATE award
2006  Recipient, College of Liberal Arts Teaching Grant, Institute for Instructional Technology Innovation
1998  Research Advisor to Jelena Kecmanovic-Spasojević, Undergraduate Honors Fellows Program (Best Thesis in Psychology Group I)
1998  Research Advisor to Michelle Deladorodriguez, Undergraduate Honors Fellows Program (Best Thesis in Psychology Group II)
1997  Curriculum Development Grant from TAMU Department of Honors Programs and Academic Scholarships

Credentials
1993-present  Texas State License #24746-Licensed Psychologist
1997-present  Texas Licensed Specialist in School Psychology #30111-School Psychologist
Current Professional Memberships
American Psychological Association (APA)
APA, Division 12 (Clinical Psychology)
APA, Division 53 (Clinical Child and Adolescent Psychology)
APA, Division 54 (Society of Pediatric Psychology)
Society for Developmental and Behavioral Pediatrics
Association of Psychology Training Clinics
Texas Psychological Association

B. Selected Peer-Reviewed Publications (in chronological order)


Book Chapters


C. Selected Recent Funded Research


Funding Source: DHHS-Administration for Children and Families

Goals of Project: collection of data at seven Head Start facilities in two states that service small city/rural populations to: (a) a better understanding of the parental variables most influential on child behavior that can be used to enhance parent training curricula; (b) more precise screening of at-risk families by professionals that will continue to promote a focus on the whole family and allow for multiple pathways of healthy development for the child (e.g., through direct work with child and through the parents); and (c) continued consideration of the importance of ethnicity and acculturation on these relations that will continue to foster a respectful and informed therapeutic relationship between professionals and families of young, at-risk children.

Role: Co-PI


Funding Source: Wal-Mart Foundation Community Bonus Grant

Goals of Project: Evaluation of family functioning, social development, symptom perception, and relationships with camp counselors in children with diabetes, asthma, or healthy children at summer camps.

Role: PI


Funding Source: Hillcrest Foundation

Goals of Project: Liaison among family, school, and hospital to facilitate school and social functioning of children with cancer or sickle cell disease.

Role: Co-PI


Funding Source: Texas A&M University Faculty Mini-Grant Award

Goal of project: Evaluation of interpersonal and academic functioning of students in multi-age early childhood elementary school classrooms

Role: PI


Funding Source: Texas A&M University Office of University Research Interdisciplinary Research Initiatives Program

Goals of Project: Liaison among family, school, and hospital to facilitate school and social functioning of children with cancer or sickle cell disease.

Role: Co-PI
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joshua A. Hicks</td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

| eRA COMMONS USER NAME (credential, e.g., agency login) |

**EDUCATION/TRAINING**  
(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>San Francisco State University, San Francisco, CA.</td>
<td>B.A.</td>
<td>2001</td>
<td>Psychology</td>
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<tr>
<td>Villanova University, Villanova, PA.</td>
<td>M.S.</td>
<td>2003</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>University of Missouri, Columbia, MO.</td>
<td>Ph.D.</td>
<td>2009</td>
<td>Social/Personality Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**A. POSITIONS AND HONORS:**

2009-present  Assistant Professor, Department of Psychology, Texas A&M University
Social Psychology in Texas (S.P.I.T.) annual recognition award, 2010
Robert S. Daniel Teaching Fellowship, University of Missouri, 2008-2009
Donald K. Anderson Graduate Research Award, University of Missouri, 2008

**B. SELECTED PUBLICATIONS:**


C. RESEARCH SUPPORT

Training Grant Fellowship, National Institute on Alcohol Abuse and Alcoholism (T32 AA13526; Kenneth Sher, PI),
NAME
Hull, Rachel G.

POSITION TITLE
Instructional Assistant Professor of Psychology

text

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>Texas A&amp;M University</td>
<td>BS</td>
<td>1998</td>
<td>Psychology/Biology</td>
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<tr>
<td>Texas A&amp;M University</td>
<td>MS</td>
<td>2000</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>Texas A&amp;M University</td>
<td>PhD</td>
<td>2003</td>
<td>Cognitive Psychology</td>
</tr>
<tr>
<td>Rice University</td>
<td>PostDoc</td>
<td>2003-05</td>
<td>Cognitive Neuroscience</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

G. Positions and Honors.

Positions and Employment
2001 – 2002    Instructor (graduate student), Texas A&M University
2003 – 2005    Postdoctoral research associate, cognitive neuroscience, Rice University
2005 – 2007    Lecturer, Psychology Department, Texas A&M University
2007 – pres.  Undergraduate Advisor for Neuroscience, Texas A&M University
2007 – pres.  Director, Psychology Advising & Honors, Texas A&M University
2007 – pres.  Instructional Assistant Professor, Psychology Department, Texas A&M University

Other Experience and Professional Memberships
1998 – pres.  Psychonomic Society, Member
2000 – pres.  American Psychological Association, Division 3 Member
2007 – pres.  Undergraduate Studies Committee, Member, Psychology Department, Texas A&M University
2007 – 2012    Panel 12 Reviewer, Discovery Grants, Natural Sciences and Engineering Research Council of Canada

Honors
1998 – 1999    Texas A&M University Regents’ Fellow
2001 – 2002    Texas A&M University Academic Excellence Award
2002    College of Liberal Arts Outstanding Graduate Student Award, Texas A&M University
2008 & 2009    Chancellor’s SLATE Award for Teaching Excellence, Texas A&M University

H. Selected peer-reviewed publications (in chronological order; student mentees are underlined).


**C. Research Support.**

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Lench, Heather C.

POSITION TITLE
Assistant Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

<table>
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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
</tr>
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<tbody>
<tr>
<td>Florida State University</td>
<td>B.A.</td>
<td>1999</td>
<td>Psychology</td>
</tr>
<tr>
<td>California State University, Fresno</td>
<td>M.A.</td>
<td>2001</td>
<td>Experimental</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>Ph.D.</td>
<td>2007</td>
<td>Social Psychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

Professional Positions

2001 - 2007 Research Associate, University of California, Irvine
2007 - present Assistant Professor, Department of Psychology, Texas A&M University

Honors

American Psychological Association Division of Experimental Psychology 2009 New Investigator Award in Experimental Psychology: General.
College Faculty Research Enhancement Award to support research on the emotional basis of optimism, 2008
Chancellors’ Club for Excellence Fellowship, awarded for academic excellence, research accomplishments, and leadership qualities, UCI, 2006-2007
Mentor Award for work with undergraduate students, UCI, 2006
Training Fellowship, National Institute of Mental Health, for support of research on emotion and judgment, 2002-2004
Graduate Research Fellowship, Transdisciplinary Tobacco Use Research Center, for support of research on emotion and risk communication, UCI, 2001-2002

B. Selected peer-reviewed publications


**C. Research Support**

None
BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Arnold LeUnes

POSITION TITLE
Professor of Psychology

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>A&amp;M College of Texas</td>
<td>BS</td>
<td>1960</td>
<td>Physical Education</td>
</tr>
<tr>
<td>North Texas State College</td>
<td>M.Ed.</td>
<td>1961</td>
<td>Educational Administration</td>
</tr>
<tr>
<td>North Texas State University</td>
<td>Ed.D.</td>
<td>1969</td>
<td>Counseling and Personnel Administration</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Employment and Honors

1991-Present Texas A&M University, Professor of Psychology
1975-1991 Texas A&M University, Associate Professor of Psychology
1969-1975 Texas A&M University, Assistant Professor of Psychology
1966-1969 Texas A&M University, Instructor of Psychology

B. Selected Publications (Selected from 101 publications)


BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME: Meagher, Mary W.
POSITION TITLE: Professor, Psychology and Neuroscience

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nazareth College of Rochester, NY</td>
<td>B.S.</td>
<td>1982</td>
<td>Psychology/Biology</td>
</tr>
<tr>
<td>University of North Carolina, Chapel Hill</td>
<td>Ph.D.</td>
<td>1989</td>
<td>Biopsychology/Neurobiology</td>
</tr>
<tr>
<td>Texas A&amp;M University, College Station</td>
<td>Postdoc</td>
<td>1989-1993</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>San Antonio Veterans Hospital, TX</td>
<td>Internship</td>
<td>1993-1994</td>
<td>Clinical Health Psychology</td>
</tr>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. EMPLOYMENT AND HONORS:

1994/01/05  Assistant/Associate/Professor Psychology, Behavioral Neuroscience & Clinical Programs, Texas A&M
2003 Fellow of the American Psychological Association (Behavioral Neuroscience/Division 6)
2003-2008 Director, Recovery of Function Graduate Training Program in Neuroscience
2004 Women’s Progress Faculty Award, Texas A&M University
2005- Professor of Psychology, Behavioral & Cellular Neuroscience & Clinical Programs, Texas A&M University
2005-2008 Comparative Medicine Program Genetically Engineered Mouse (GEM) Advisory Committee
2005-2007 American Psychological Association, Committee on Animal Research & Ethics (CARE)
2005-2007 Behavioral & Cellular Neuroscience Area Coordinator, Texas A&M University
2007- Texas Brain & Spine Institute Basic Research Faculty
2007- NIMH Texas Consortium Training Grant in Behavioral Neuroscience, Executive Committee
2008- American Psychological Association, Science Directorate, Scientific Leadership Conference Representative
2008- Cornerstone Fellowship, College of Liberal Arts, Texas A&M University
2009 Fellow of the American Psychological Association (Clinical Psychology/Division 12)
2009 Research Excellence Award, Texas A&M University, Women’s Former Students Association

Grant reviewer for NIH Biobehavioral Mechanisms of Emotion, Stress & Health [MESH] Study Section, NIH Chronic Fatigue Syndrome and Fibromyalgia [ZRG1 CFS-M] Study Section; United States-Israel Bi-National Science Foundation, National Multiple Sclerosis Foundation

B. SELECTED PUBLICATIONS (past 5 years only, selected from 70 publications; student mentees are underlined)


Hopwood CJ, Creech SK, Clark T, Meagher MW, Morey LC (2008). Predicting the completion of an integrative and intensive outpatient chronic pain treatment with the Personality Assessment Inventory. J Personality Assessment 90, 76-80.


C. Research Support

NIH/NINDS R01-NS060822, Meagher (Principal Investigator), Role of social stress-induced cytokines in exacerbating an animal model of MS, 2/08-2/12, $1,150,852.00 (122 score, 6.1 percentile).

NIH/T32, MH65728-01, Co-I/ Executive Committee with Gonzalez-Lima (PI), Texas Consortium Minority Training Grant in Behavioral Neuroscience, Role:, 7/07-6/10, $2,781,118.

NIH/NINDS R01NS39569, Co-PI with Welsh (PI), Stress effects on an animal model of autoimmune disease, 4/02-3/07, $1,531,593.

NIH/NIA R01-AG07805, Co-I with Griffith (PI), Physiology of cholinergic basal forebrain neurons, 10/03-9/08, $1,455,000.

NSF Graduate Research Fellowship, sponsor for Elisabeth Good Vichaya, 2005-2008, $85,000.


NSF Graduate Research Fellowship, sponsor for Robin Johnson, 2001-2004, $85,000.
NAME
Kathi Miner-Rubino

POSITION TITLE
Assistant Professor of Psychology and Women’s and Gender Studies

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Irvine</td>
<td>B.A.</td>
<td>1995</td>
<td>Psychology and Social Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>Southern Methodist University, Dallas, TX</td>
<td>M.A.</td>
<td>1998</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Michigan, Ann Arbor, MI</td>
<td>Ph.D.</td>
<td>2004</td>
<td>Psychology and Women’s Studies</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. EMPLOYMENT AND HONORS:
2008-present Assistant Professor of Psychology and Women’s Studies, Texas A&M University
2004-2008 Assistant Professor of Psychology, Western Kentucky University
1998-2004 Graduate Student Instructor/Lecturer, University of Michigan
1995-1997 Teaching Assistant, Southern Methodist University

B. PUBLICATIONS: (last 3 years)


C. RESEARCH SUPPORT
National Science Foundation GSE: Research on Gender in Science and Engineering, Texas A&M University ($499, 995), 2009, Anne N. Rinn, Co-PI
Junior Faculty Scholarship ($4,000), Western Kentucky University, 2007
Proposal Incentive Fund Internal Grant ($10,000), Western Kentucky University, 2007
Proposal Incentive Fund Internal Grant ($675), Western Kentucky University, 2007
Regular Faculty Scholarship ($2,000), Western Kentucky University, 2006
Summer Faculty Research Scholarship ($5,000) Western Kentucky University, 2006
BIOGRAPHICAL SKETCH
Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Leslie C. Morey

POSITION TITLE
Professor and Department Head of Psychology

EDUCATION/TRAINING
(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
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<tbody>
<tr>
<td>Northern Illinois Univ., Dekalb, IL</td>
<td>B.S.</td>
<td>1977</td>
<td>Psychology</td>
</tr>
<tr>
<td>Univ. of Florida, Gainesville, FL</td>
<td>M.S.</td>
<td>1979</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>Univ. of Florida, Gainesville, FL</td>
<td>Ph.D.</td>
<td>1981</td>
<td>Clinical Psychology</td>
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<tr>
<td>Univ. of Texas Med. Sch., San Antonio</td>
<td>Intern</td>
<td>1980-81</td>
<td>Clinical Psychology</td>
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Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. EMPLOYMENT AND HONORS:

2006-present  Department Head, Department of Psychology, Texas A&M University
1999-present  Texas A&M University, Professor of Psychology
1997-1999     Vanderbilt University, Professor of Psychology
1988-1997     Vanderbilt University, Associate Professor of Psychology
1985-1999     Vanderbilt University, Assistant Professor of Psychiatry
1995-1996     Harvard Medical School, Visiting Associate Professor of Psychology
1989-1995     Director of Clinical Training, Vanderbilt University
1984-1988     Vanderbilt University, Assistant Professor of Psychology
1982-1984     Yale University, Assistant Professor of Psychiatry
1981-1982     University of Tulsa, Assistant Professor of Psychology
              Associate Editor Assessment (1992-2004)
              Grant reviewer for Veterans Administration Central Office.
              Review committee member and site visitor for various NIH study sections.
              Charter member, NIH-Adult Psychopathology and Disorders of Aging study section, 2007-2011.
              Member, DSM-V Work Group, Personality and Personality Disorders.
              Consultant, DSM-IV Work Groups on Personality Disorders and Anxiety Disorders.

B. SELECTED PUBLICATIONS: (past 5 years only, selected from 190+ peer reviewed publications; graduate student mentees are underlined)


## C. RESEARCH SUPPORT


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
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<tr>
<td>Mark Gray Packard</td>
<td>Professor of Psychology</td>
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EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>University of California, Santa Barbara</td>
<td>BA</td>
<td>1984</td>
<td>Zoology</td>
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<tr>
<td>University of California, Santa Barbara</td>
<td>BSc</td>
<td>1984</td>
<td>Biopsychology</td>
</tr>
<tr>
<td>McGill University, Montreal Canada</td>
<td>MSc, PhD</td>
<td>1987/1991</td>
<td>Exp. Psychology</td>
</tr>
<tr>
<td>University of California, Irvine</td>
<td>Post-Doc</td>
<td>1991-1993</td>
<td>Biopsychology</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

Positions:
1993-1997  Assistant Prof. University of New Orleans
1998-2000  Assistant Prof. Yale University
2001-2002  Associate Prof. Yale University
2002-2005  Associate Prof. Texas A & M University
2005-present  Full Prof. Texas A&M University

Awards:
Morgan Most Promising Researcher in Psychology, UCSB, 1984
National Service Research Award, NIH, 1991-1993
Early Career Achievement Award for Excellence in Research, UNO, 1995 (single campus-wide recipient)

B. Selected peer-reviewed publications (representative)

Packard, M. G., Cahill. L., & McGaugh, J. L. Amygdala modulation of hippocampal-dependent and caudate-


Packard, M.G., Anxiety, cognition, and habit: A multiple memory systems perspective, *Brain Research, Stress, Coping, and Disease*, 1293:, 121-128, 2009


C. Research Support

Completed Research Support

Title: Amygdala and Affective Modulation of Multiple Memory Systems
Agency: National Science Foundation (NSF)
Amount: $795,649 total costs
Term: 5 years, 9/03 - 8/09
Role: Principal Investigator

R29MH56973 4/01/97-3/31/02
Principle Investigator
Title: Neurobiology of Multiple Memory Systems
A FIRST award investigation of the neurobiological bases of multiple memory systems, including studies of anatomical bases, neurochemical bases, and memory system interactions.
NAME
Stephanie C. Payne

POSITION TITLE
Associate Professor of Psychology

cERA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>St. Leo College</td>
<td>BA</td>
<td>01/93</td>
<td>Psychology</td>
</tr>
<tr>
<td>Univ of Central FL</td>
<td>MS</td>
<td>08/96</td>
<td>Industrial/Organizational</td>
</tr>
<tr>
<td>George Mason University</td>
<td>PhD</td>
<td>08/00</td>
<td>Psychology</td>
</tr>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS

2007-present  Texas A&M University, Associate Professor of Psychology
2006-present  Texas A&M University, Director of the Industrial/Organizational Psychology program
2000-2007     Texas A&M University, Assistant Professor of Psychology
1999-2000     George Mason University, Adjunct Faculty Member of Psychology

2009-present  Associate Editor of the Journal of Business and Psychology

B. PUBLICATIONS (students underlined)


C. RESEARCH SUPPORT


Payne, S. C. (September 2001 – August 2002). Explaining the intelligence-job performance relationship. Faculty Mini-Grant, Vice President for Research, Texas A&M University, [$1,000]

NAME
Marisol Perez

POSITION TITLE
Assistant Professor

Department of Psychology
Texas A&M University

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>University of Miami, Miami, Florida</td>
<td>B.S.</td>
<td>04/99</td>
<td>Psychology/Biology</td>
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<tr>
<td>Florida State University, Tallahassee, Florida</td>
<td>M.S.</td>
<td>08/01</td>
<td>Psychology</td>
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<tr>
<td>Florida State University, Tallahassee, Florida</td>
<td>Ph.D.</td>
<td>08/04</td>
<td>Psychology</td>
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Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors.

Position:
2004-present  Assistant Professor, Dept. of Psychology Texas A&M University

Honors:
2009  Recipient of the Faculty Research Enhancement Program awarded by Texas A&M University, College of Liberal Arts.
2005  Recipient of the NIH Loan Repayment Scholarship awarded for 2 years starting in August 2005.

B. Selected Peer-Reviewed Publications (from 34).


C. Research Support.

Current.

Impact of Effortful Control and Negative Affectivity on Eating & Weight Status (4/2010 – 3-2012). R03 at NICHD. $100,000 direct costs for 2 years.

Past.

Name: Rholes, W. Steven

Position Title: Professor of Psychology

Education/Training:

<table>
<thead>
<tr>
<th>Institution and Location</th>
<th>Degree (if applicable)</th>
<th>MM/YY</th>
<th>Field of Study</th>
</tr>
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<tbody>
<tr>
<td>University of Texas at Austin</td>
<td>BA</td>
<td>08/73</td>
<td>Psychology</td>
</tr>
<tr>
<td>Princeton University</td>
<td>Ph.D.</td>
<td>05/78</td>
<td>Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS

Assistant Professor, Texas A & M University (1978 – 1983)
Associate Professor, Texas A & M University (1983 – 1989)
Full Professor, Texas A & M University (1989 to present)
Associate Editor *Personality and Social Psychology Bulletin*
Editorial Board *Journal of Personality and Social Psychology*

B. SELECTED PUBLICATIONS (last 5 years)


**C. RESEARCH SUPPORT**


Vulnerability to Depression. Texas Advanced Research Project, $49,087, Funded, 1988-1990. PI


Grant Reviewer/Panelist for: National Institutes of Health & National Science Foundation
NAME: David H. Rosen

POSITION TITLE: McMillan Professor of Analytical Psychology, Professor of Humanities in Medicine, Professor of Psychiatry & Behavioral Science

EDUCATION/TRAINING: (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>University of California (Berkeley)</td>
<td>B.A.</td>
<td>1966</td>
<td>Psychological-Biological Science</td>
</tr>
<tr>
<td>University of Missouri (Columbia)</td>
<td>M.D.</td>
<td>1970</td>
<td>Medicine</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. EMPLOYMENT AND HONORS:

Positions:

1975-1976 Research Psychiatrist, Langley Porter Institute (LPI), Department of Psychiatry, University of California, San Francisco (UCSF)
1975-1981 Co-Director, Shetland Health Study, LPI, UCSF
1976-1977 Staff Psychiatrist, Inpatient Treatment and Research Service, LPI, UCSF
1976-1982 Assistant Professor, Department of Psychiatry, UCSF
1977-1982 Director, Psychiatric Aspects of Medical Practice, Department of Psychiatry, UCSF
1982-1986 Associate Professor and Associate Director, Division of Behavioral Science, Departments of Psychiatry and Medicine, University of Rochester Medical Center (URMC), Rochester, NY
1982-1986 Director, Consultation/Liaison Programs, Department of Psychiatry, URMC
1986- McMillan Professor of Analytical Psychology and Professor of Psychiatry & Behavioral Science, Texas A&M University (TAMU), College Station, TX
1989- Professor of Humanities in Medicine, TAMU

Honors (Selected):

Recipient of Citation of Merit Award for Outstanding Achievement, UMSM, 1999. (This award, one per year, is “the highest honor given to distinguished alumni.”)
Recipient of the Association of Former Students Distinguished Achievement Award in Teaching, College of Liberal Arts, TAMU, 2001.
Selected to give a plenary address at The First International Academic Conference on Analytical Psychology at the University of Essex, Colchester, England, 2002.
Selected to be the First Visiting Professor on The Doctor-Patient Relationship, The Department of Medicine, University of Miami School of Medicine, Miami, Florida, 2003.
Recipient of the Psychiatric Excellence Award, Texas Society of Psychiatric Physicians, 2004 (This award is for “a sustained and unusual degree of excellence in psychiatric endeavors.”)
Recipient of a Faculty Development Leave for the Fall Semester, 2005 at the University of Canterbury, Christchurch, New Zealand, where he was a Visiting Professor.
Selected to give The Stuart Harrison Memorial Lecture, Department of Neuropsychiatry and Behavioral Sciences, Texas Tech University Health Science Center, Lubbock, Texas, 2006.
Named to Distinguished Life Fellow Status in the American Psychiatric Association, 2006. (This award is the “highest honor that the profession can bestow.”)

Selected to give the Mary Weir Memorial Lecture, Department of Psychiatry, University of Texas Health Science Center, San Antonio, Texas, 2007.

Visiting Scholar & Lecturer, The Depth Psychotherapy Ph.D. Program, Pacifica Graduate Institute, Carpinteria, California, Fall Quarter, 2007.


Invited to give special lectures at Kyoto Bunkyo, Ryukoku, and Tenri Universities in Japan, June 2009

Recipient of a Glasscock Center for Humanities Research Stipendiary Fellowship, College of Liberal Arts, Texas A&M University for 2009-2010.

Selected to give The Black-Zonveld Lecture, Humanities in Medicine, Texas A&M University, College Station, Texas for April 2010.

B. SELECTED PUBLICATIONS: (past 5 years only, graduate student mentees are underlined)


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. 
Follow this format for each person.  DO NOT EXCEED FOUR PAGES.

NAME Phia S. Salter
POSITION TITLE Assistant Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
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<tr>
<td>Davidson College</td>
<td>B.S.</td>
<td>2005</td>
<td>Psychology</td>
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<tr>
<td>University of Kansas</td>
<td>M.A.</td>
<td>2008</td>
<td>Social Psychology</td>
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<tr>
<td></td>
<td>Graduate certificate</td>
<td>2009</td>
<td>African Studies</td>
</tr>
<tr>
<td>University of Kansas</td>
<td>Ph.D.</td>
<td>Anticipated 2010</td>
<td>Social Psychology</td>
</tr>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and honors.

Honors and awards
2009 Research and Graduate Studies Student Presenter Award, University of Kansas
2008 Oswald Graduate Fellowships in Applied Health and Development Research, Kansas African Studies Center, University of Kansas
2008 Jack Brehm Summer Fellowship for Research in Social Psychology, University of Kansas
2008 Diversity Travel Award, Society of Personality and Social Psychology
2007 Clara Mayo Grant Program, Society for the Psychological Study of Social Issues
2007 Summer Institute in Social Psychology at the University of Texas, Society of Personality and Social Psychology
2007 Tuition and Travel Scholarship, Summer Institute in Social Psychology, Society of Personality and Social Psychology
2007 Social Psychology Graduate Student Travel Award
2005-09 Black Faculty & Staff Student Scholar Award, University of Kansas
2004 Advanced Statistical Training Program, American Psychological Association Internship

B. Publications.


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.

Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Charles D. Samuelson

POSITION TITLE
Associate Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Tufts University, Medford, MA</td>
<td>B.S.</td>
<td>06/81</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of California, Santa Barbara</td>
<td>M.A.</td>
<td>03/84</td>
<td>Social Psychology</td>
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<tr>
<td>University of California, Santa Barbara</td>
<td>Ph.D.</td>
<td>08/86</td>
<td>Social Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS / AWARDS:

2002-2006  Associate Department Head, Department of Psychology, Texas A & M University.
1992-Present  Associate Professor, Department of Psychology, Texas A&M University.
1986-91  Assistant Professor, Department of Psychology, Texas A & M University, College Station, TX.
1984  Teaching Associate, Introductory Social Psychology. Department of Psychology, UCSB.
1983-86  Research Assistant, Department of Psychology, UCSB. Supervisor: David M. Messick, Ph.D.
1983  Teaching Assistant, Cooperation, Competition, & Conflict. Department of Psychology, UCSB. Supervisor: David M. Messick, Ph.D.
1982-83  Teaching Assistant, Introductory Social Psychology. Department of Psychology, University of California, Santa Barbara. Supervisor: Sandra Carpenter, Ph.D.
1980  Research Assistant, Department of Psychology, Tufts University, Medford, Massachusetts. Supervisor: Jeffrey Z. Rubin, Ph.D.
1981-82  U.C. Regents Fellowship, University of California, Santa Barbara.
1981  Summa Cum Laude, Tufts University; Awarded Class of 1898 Prize.
1980  Phi Beta Kappa
1979  Psi Chi

B. SELECTED PUBLICATIONS:


C. RESEARCH SUPPORT


BIOGRAPHICAL SKETCH
Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Rebecca J. Schlegel

POSITION TITLE
Assistant Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>INSTITUTION AND LOCATION</th>
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<th>FIELD OF STUDY</th>
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<td>Kansas State University</td>
<td>B.S.</td>
<td>05/04</td>
<td>Psychology</td>
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<td>University of Missouri</td>
<td>M.A.</td>
<td>05/07</td>
<td>Social Psychology</td>
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<td>University of Missouri</td>
<td>Ph.D.</td>
<td>05/09</td>
<td>Social Psychology</td>
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Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. EMPLOYMENT AND HONORS:

2009-Present Assistant Professor, Texas A&M University

B. SELECTED PUBLICATIONS:


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

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<th>NAME</th>
<th>POSITION TITLE</th>
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<tbody>
<tr>
<td>Brandon J. Schmeichel</td>
<td>Assistant Professor of Psychology</td>
</tr>
</tbody>
</table>

**eRA COMMONS USER NAME (credential, e.g., agency login)**

**EDUCATION/TRAINING** (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>University of Nebraska-Lincoln</td>
<td>BA</td>
<td>1996</td>
<td>Psychology</td>
</tr>
<tr>
<td>Georgia Southern University</td>
<td>MS</td>
<td>2000</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>Florida State University</td>
<td>Ph.D.</td>
<td>2005</td>
<td>Social Psychology</td>
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</table>

A. EMPLOYMENT AND HONORS:

2005 – Present  Assistant Professor, Texas A&M University
2009 – Present  Editorial Board, *Journal of Experimental Social Psychology*

B. SELECTED PUBLICATIONS: (last 5 years; *graduate student co-authors)


**C. RESEARCH SUPPORT**

Schmeichel, B. J. (Principal Investigator). Differentiating impulse strength from self-control strength as causes of self-control failure. $374,865, National Science Foundation NSF-BCS0921276, 2009-2012 (Co-PI: Eddie Harmon-Jones)


**BIOGRAPHICAL SKETCH**

Provide the following information for the key personnel and other significant contributors. 
Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
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<tbody>
<tr>
<td>Barry Setlow</td>
<td>Assistant Professor of Psychology</td>
</tr>
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</table>

**eRA COMMONS USER NAME**

**EDUCATION/TRAINING** *(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)*

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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Yale University, New Haven, CT</td>
<td>BA</td>
<td>1994</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of California, Irvine, CA</td>
<td>PhD</td>
<td>1998</td>
<td>Psychobiology</td>
</tr>
<tr>
<td>Johns Hopkins University, Baltimore, MD</td>
<td>Post-doc</td>
<td>1998-2002</td>
<td>Neuroscience</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**A. Positions and Honors**

**Positions and Employment**

- 2002-2003 Assistant Research Scientist, Dept. of Psychology, Johns Hopkins University
- 2004-present Assistant Professor of Psychology, Texas A&M University
- 2004-present Faculty of Neuroscience, Texas A&M University

**Honors and Activities**

- 1994 Graduated magna cum laude with distinction in psychology, Yale University
- 1996 Ralph Waldo Gerard Prize in the History of Neuroscience, UC Irvine
- 1998 J. L. McGaugh Award for Excellence in Graduate Research, UC Irvine
- 2008 American College of Neuropsychopharmacology Young Investigator Memorial Travel Award
- 1995-1998 NSF Graduate Fellowship
- 2000-2003 NIH Individual National Research Service Award (F32, NIMH)
- 2007-present Consulting Editor, Cognitive, Affective, and Behavioral Neuroscience
- 2007-present Reviewing Editor, Frontiers in Integrative Neuroscience
- 2009 NIH review panel (NIDA, ZDA1 GXM-A)

**B. Selected Publications (from 44 total)**


C. Current Research Support.

R01 DA024671 (NIDA) 4/1/09-3/31/14
“Neural mechanisms of enduring cocaine effects on impulsive choice”
Setlow (PI, 35% effort)
The goal of this project is to determine neural mechanisms by which chronic cocaine use causes long-lasting increases in impulsive decision-making.

R01 AG029421 (NIA) 7/1/07-6/30/12
“Basal Forebrain and Cognitive Aging: Novel Experimental and Therapeutic Avenues”
Setlow (co-PI, 15% effort), J. L. Bizon (PI)
The goal of this project is to determine the role of cholinergic and GABAergic basal forebrain system dysfunction in age-related cognitive decline.

Completed Research Support.

F31 DA023331 (NIDA) 3/1/08-2/28/10
“Long-Term Cocaine Effects on Impulsive Choice and Orbitofrontal Cortex Activity”
Setlow (sponsor), N.W. Simon (PI)
The goal of this project is to determine the long-lasting effects of prior cocaine exposure on orbitofrontal cortex and decision-making processes supported by this structure.
**BIOGRAPHICAL SKETCH**

Provide the following information for the Senior/key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. **DO NOT EXCEED FOUR PAGES.**

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven M. Smith</td>
<td>Full Professor of Psychology</td>
</tr>
</tbody>
</table>

**EDUCATION/TRAINING** (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>University of Wisconsin</td>
<td>Ph.D.</td>
<td>1979</td>
<td>Psychology</td>
</tr>
<tr>
<td>(Madison, WI)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Michigan</td>
<td>B.A.</td>
<td>1974</td>
<td>Psychology</td>
</tr>
<tr>
<td>(Ann Arbor, MI)</td>
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</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

**A. Positions and Honors**

- 1979-1980 University of Oklahoma, Visiting Asst. Professor
- Summer 1980 University of Wisconsin, Visiting Asst. Professor
- 1980-1986 Texas A&M University, Assistant Professor
- 1986-1999 Texas A&M University, Associate Professor
- 1999-Present Texas A&M University, Full Professor

**B. Selected Peer-reviewed Publications**


C. Research Support

National Science Foundation: (PI), Engineering Education & Centers (EEC) Division of Design, Manufacture, & Industrial Innovation (DMII), (with Jami Shah, Arizona State University), *Development and validation of design ideation models for conceptual engineering design*. (2002-2006).


National Science Foundation Major Research Instrumentation (MRI) Program: *Development of Spatially Immersive Visualization Facilities*, under the direction of Frederic I. Parke - PI, with Co-PI's Donald H. House, Peter F. Stilller, Samuel D. Brody, & Steven M. Smith (2005-2008).


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person.  **DO NOT EXCEED FOUR PAGES.**

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<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
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</table>
| SNYDER, Douglas Kirk | Professor of Psychology and  
                        Director of Clinical Psychology Training |

<table>
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<th>eRA COMMONS USER NAME (credential, e.g., agency login)</th>
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<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>Wittenberg University, Springfield, OH</td>
<td>BA</td>
<td>1974</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of North Carolina, Chapel Hill, NC</td>
<td>PhD</td>
<td>1978</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>Duke University Medical Center, Durham, NC</td>
<td>---</td>
<td>1977-78</td>
<td>Predoctoral Internship</td>
</tr>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

Positions

1978-82  Assistant Professor of Psychology, Wayne State University
1982-88  Associate Professor of Psychology and Director of Clinical Training, University of Kentucky
1985-88  Director, Clinical Psychology Program, University of Kentucky
1988-89  Professor of Psychology and Associate Dean of Arts and Sciences, University of Kentucky
1989-present  Professor of Psychology and Director of Clinical Training, Texas A&M University
2003-2005  Co-Chair, Interdisciplinary Research Faculty for Children, Youth, & Families, Texas A&M

Other Experience and Professional Memberships

1978-present  Member, American Psychological Association and Fellow in Div. 43 (Family),  
               Div. 5 (Evaluation, Measurement, Statistics), Div. 12 (Clinical), and Div. 29 (Psychotherapy)
1992-present  Member, Association for Behavioral and Cognitive Therapies
1987-88  Associate Editor, *Journal of Consulting and Clinical Psychology*
1994-2000  Editor, *Clinician’s Research Digest*
2003-06  Associate Editor, *Journal of Family Psychology*

Honors

1976-77  Noyes Research Fellowship – Carolina Population Center
1978  Martin S. Wallach Award – University of North Carolina
1992  Outstanding Marriage and Family Therapy Research Publication Award,  
      American Association for Marriage and Family Therapy
1993  Texas Psychological Association – Professor of the Year Award
2005  Distinguished Contributions to Family Psychology Award, American Psychological Association
2008  Texas Psychological Association – Award for Outstanding Contributions to Science
B. Selected Peer-Reviewed Publications (selected from over 120 papers and chapters)

Books


Invited Chapters


Peer-Reviewed Articles


### C. Research Support

R01 MH38415 (PI: Snyder) 2/1/83-1/31/86
Predictors of Couples’ Response to Marital Therapy
This study was a randomized trial comparing behavioral with insight-oriented couple-therapy for the treatment of generalized marital distress. Role: Principal-Investigator

No agency no. (PI: Snyder) 9/1/90-8/31/92
Hogg Foundation (Austin, TX)
Preventing Relapse Following Psychiatric Hospitalization: A Family Resource Program
This study investigated the efficacy of a family-based intervention to promote the emotional and behavioral functioning of veterans following psychiatric hospitalization to prevent relapse and rehospitalization.
Role: Principal Investigator

No agency no. (PI: Snyder) 2008-2009
Doha (Qatar) International Institute for Family Studies and Development
Developing An Empirically Validated Measure of Marital Functioning Among Qatari Couples.
Role: Principal Investigator
NAME   Brian H. Stagner

POSITION TITLE
Clinical Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING  (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
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<tbody>
<tr>
<td>Washington University, St. Louis Missouri</td>
<td>B.S.</td>
<td>9/69 to 6/70</td>
<td>Urban Studies</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>M.S.</td>
<td>9/70 to 6/73</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Massachusetts, Amherst</td>
<td>Ph.D.</td>
<td>2/79</td>
<td>Clinical Psychology</td>
</tr>
<tr>
<td>University of Massachusetts, Amherst</td>
<td></td>
<td>5/82</td>
<td>Clinical Psychology</td>
</tr>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors

Clinical Professor, Department of Psychology, Texas A&M University. Sept. 1987 to present.

Private Practice. Licensed in Texas, since March, 1984; National Register of Health Service Providers. Dec. 1986-present

President, Associates for Applied Psychology, College Station, TX. Jan. 1996-present

Student Assistance Program (counseling services) Texas A&M Medical School. 1985-present.

Research consultant, Behavioral Research Program, Department of Psychology, Texas A&M University. 3/84 to 9/84

Visiting faculty, Department of Psychology, Texas A&M University. 9/82 to 6/86

Interim Director, TAMU Psychology Clinic (training clinic). 9/86 to 9/87

Professional and Community Service

Member, Executive Committee, Texas Psychological Association 2007-2011 (president, 2010).

Member at large, Board of Trustees, Texas Psychological Association, 2005-7.

Membership Chair, Div 1, American Psychological Association 2007 to present.

Member, Joint APA/ASPPB task force on the training of members of regulatory boards and ethics committees (2007 to present)


Oral examiner, Texas State Board of Examiners of Psychologists, 1992- present.

Member, Committee on Examination Research and Policy, Association of State and Provincial Psychology Boards. 2002

Member, Oversight Committee, Task Force on Practice Analysis for the EPPP, Association of State and Provincial Psychology Boards. 2002
B. Selected Peer-Reviewed Publications


BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Aaron Taylor

POSITION TITLE
Assistant Professor

Department of Psychology
Texas A&M University

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>Brigham Young University, Provo, UT</td>
<td>B.A.</td>
<td>05/98</td>
<td>Psychology</td>
</tr>
<tr>
<td>Arizona State University, Tempe, AZ</td>
<td>M.A.</td>
<td>08/04</td>
<td>Quantitative Psychology</td>
</tr>
<tr>
<td>Arizona State University, Tempe, AZ</td>
<td>Ph.D.</td>
<td>08/08</td>
<td>Quantitative Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

D. Positions and Honors.

Position:
2008-present Assistant Professor, Dept. of Psychology Texas A&M University
2007-2008 Research Assistant, Adult and Family Development Project, Department of Psychology, Arizona State University, Tempe, AZ
2003-2007 Research Assistant, Research in Prevention Lab, Department of Psychology, Arizona State University, Tempe, AZ

E. Peer-Reviewed Publications.


**F. Research Support.**

Current.


NAME
Jyotsna Vaid

POSITION TITLE
Professor, Psychology, Texas A&M

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
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<th>FIELD OF STUDY</th>
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<tr>
<td>Vassar College</td>
<td>B.A.</td>
<td>1972-1976</td>
<td>Biopsychology</td>
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<tr>
<td>McGill University</td>
<td>M.A.</td>
<td>1976-1978</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>McGill University</td>
<td>Ph.D.</td>
<td>1978-1982</td>
<td>Experimental Psychology</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>NIMH Post-doc</td>
<td>1982-1983</td>
<td>Developmental neuropsychology</td>
</tr>
<tr>
<td>University of California – San Diego (Center for Research in Language) and Salk Institute for Biological Studies (Cognitive Neuroscience Laboratory)</td>
<td>NICHD and MacArthur Foundation Post-doc</td>
<td>1983-1986</td>
<td>Cognitive development and cognitive neuroscience of language</td>
</tr>
</tbody>
</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. POSITIONS AND HONORS

2001-present Professor, Psychology, Texas A&M University
2009-present Vice-President, International Faculty and Scholars Network, Texas A&M University
2008-present Affiliated Faculty, Neuroscience Interdisciplinary Doctoral Program, Texas A&M University
2008-present Founding Co-Editor, Writing Systems Research, Oxford University Press
2008-present Faculty Affiliate, South Asia Institute, University of Texas, Austin
2007-present Affiliated Faculty, Women’s and Gender Studies Interdisciplinary Degree Program, TAMU, 2007-present Trustee, American Institute of Indian Studies
2007-2008 Recipient, Big XII Faculty Fellowship
2006-2007 Interim Director, International Studies Interdisciplinary Degree Program, TAMU
2003-2006 Vice-President, Friends of India Faculty Network
2005-2006 Recipient, Fulbright Research Award
2002-2006 Director, Cognitive Graduate Training Area, Psychology, Texas A&M University
1991-2001 Associate Professor, Psychology, Texas A&M University
1991-2001 Adjunct Associate Professor, Psychology and Center for Asian Studies, University of Texas
1986-2001 Assistant Professor, Psychology, Texas A&M University
B. SELECTED PUBLICATIONS (Past 5 years only. Graduate mentees are indicated with an asterisk.)


C. RESEARCH SUPPORT

Vaid, J., Consultant, *National Flagship Center for the Teaching of Hindi and Urdu at South Asia Institute*, UT Austin, National Security Education Program, Department of Defense and Institute of International Education. 2006-2010

Vaid, J. (Convenor), *Cognoscenti Working Group*, $10,500, Melbern G. Glasscock Center for Humanities Research, College of Liberal Arts, Texas A&M University, 2003-present.

Vaid, J., Principal Investigator, *The persistence of a monolingual perspective in bilingualism research*, $1500, Faculty Stipendiary Fellowship, Melbern G. Glasscock Center for Humanities Research, 2008-2009


Vaid, J., Principal Investigator, *Humor and worldview: Insights from bilingualism*, $1500, Faculty Stipendiary Fellowship, Melbern G. Glasscock Center for Humanities Research, 2005-2006

Vaid, J., Co-Investigator, *Dynamique spatio-temporelle des processus impliques dans la comprehension et la production du langage* [Spatio-temporal dynamics of processes involved in language comprehension and production]. Centre Nationale de Recherche Scientifique, University of Provence, France, 2002-2004

Vaid, J., Principal Investigator, *Hum Dekhenge: A digital archive by and about South Asian women*. Humanities Informatics Project Seed Grant, $4000, Melbern G. Glasscock Center for Humanities Research, Texas A&M University, 2002-2003


Chen, H.C. (Fellow) and Vaid, J. (Mentor), American Psychological Association Dissertation Research Award, 2005-2006.

Rao, Chaitra (Fellow) and Vaid, J. (Mentor), Vivian Smith Advanced Study Institute Fellowship, International Neuropsychological Society, Athens, Greece, Summer 2006.

BIOGRAPHICAL SKETCH

Provide the following information for the key personnel and other significant contributors in the order listed on Form Page 2. Follow this format for each person. DO NOT EXCEED FOUR PAGES.

<table>
<thead>
<tr>
<th>NAME</th>
<th>POSITION TITLE</th>
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<tbody>
<tr>
<td>Paul J. Wellman</td>
<td>Professor of Psychology</td>
</tr>
</tbody>
</table>

NAME: Paul J. Wellman
POSITION TITLE: Professor of Psychology

EDUCATION/TRAINING: (Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
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<tr>
<td>California State University Bakersfield</td>
<td>BS</td>
<td>1975</td>
<td>Psychology</td>
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<tr>
<td>Iowa State University</td>
<td>Ph.D.</td>
<td>1980</td>
<td>Psychology</td>
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Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch

A. Positions and Honors

**Academic Positions:**
1980-1986  Asst. Professor of Psychology, Texas A&M University
1986-1991  Assoc. Professor of Psychology, Texas A&M University
1991-present  Professor of Psychology, Texas A&M University

**Professional Memberships:**
- Society for Neuroscience
- Society for the Study of Ingestive Behavior
- British Association for Psychopharmacology

**Honors:**
1986  Distinguished Teaching Award, Texas A&M University
1995:  Recipient of Provost's Achievement Award for fostering diversity in faculty and graduate students.

B. Selected peer-reviewed publications (of 121 articles):


Wellman PJ, Ho DH, and Davis KW (2005) Concurrent measures of feeding and locomotion in rats. Physiol Behav. 84(5):769-74. PMID: 15885254


C. Research Support

Ongoing Research Support

2R01 DA013188-04A2 Wellman, P.J. (PI) 8/1/2007-7/31/2011
NIDA
Heavy Metal and Drug Self-Administration: Mechanisms
This grant examines the neurochemistry of the impact of perinatal lead exposure on cocaine self-administration and extracellular levels of dopamine within the nucleus accumbens in rats.

5R01 DA 024671-02 Setlow, B (PI) 4/01/2009-03/31/2014
NIDA Wellman, PJ (consultant)
Neural Mechanisms of Enduring Cocaine Effects on Impulsive Choice
This grant examines the impact of cocaine self-administration history on impulsive choice in the adult rats.

Completed Research Support

1R21DA017230-01A2 Wellman PJ (PI) 4/01/05-5/1/08
NIDA
Psychostimulants and Alpha1-Adrenergic Receptors
This study examines the role of alpha1 receptor subtypes (1A and 1B) in the hypophagic and locomotor stimulating actions of cocaine and amphetamine in the rat.
NAME
Teresa G. Wilcox

POSITION TITLE
Associate Professor

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

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<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Bethel College, St. Paul, MN</td>
<td>B.A.</td>
<td>1979-1983</td>
<td>Psychology &amp; Education</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>M.S.</td>
<td>1985-1988</td>
<td>Child Development</td>
</tr>
<tr>
<td>University of Arizona, Tucson</td>
<td>Ph.D.</td>
<td>1988-1993</td>
<td>Psychology</td>
</tr>
<tr>
<td>University of Illinois, Champaign</td>
<td>postdoc</td>
<td>1993-1995</td>
<td>Infant Cognition</td>
</tr>
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</table>

Please refer to the application instructions in order to complete sections A, B, C, and D of the Biographical Sketch.

A. Positions and Honors.

1993-1995  Postdoctoral Fellowship, NICHD Training Grant, Department of Psychology
University of Illinois, Urbana-Champaign (Mentor: Renée Baillargeon)

1995-2000  Assistant Professor
Department of Psychology, University of Texas at Arlington

1995-2000  Assistant Professor
Department of Psychology, Texas A&M University

2004-current  Associate Professor
Department of Psychology, Texas A&M University

2008-current  Editorial Board, Infancy

2009  Fellow of the American Psychological Society

2008-2011  Grant Review Panel, NSF, Behavioral and Social Sciences;


B. Selected peer-reviewed publications (in chronological order).


**C. Research Support.**

**NIH** Optical Imaging in Infants, 08/01/09-07/31/14, $1,121,196

**NSF** Neuroimaging of infants’ processing of spatiotemporal information, 08/01/07-07/31/11, $440,000

**NIH** The neural basis of object processing, 07/01/05-06/30/07, $331,000

**NSF** Neuroimaging of object processing in human infants, 08/01/05-07/31/06, $74,000

**NIH** Auditory information and object individuation in infancy, 03/01/04-12/31/06, $145,500

**NIH** Object individuation and event representation in infancy, 08/25/98-08/25/2001, $150,000

**NSF** Development of object recognition memory, memory for the location of objects, and inhibitory control of behavior in preterm and full-term infants, Grants for Doctoral Dissertation Research, 01/15/92-03/15/93, $11,790
**NAME**  
Darrell A. Worthy

**POSITION TITLE**  
Assistant Professor of Psychology

<table>
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<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>University of Evansville</td>
<td>N.A.</td>
<td>2000-2002</td>
<td>Theatre/Psychology</td>
</tr>
<tr>
<td>University of North Texas</td>
<td>B.S.</td>
<td>2005</td>
<td>Psychology</td>
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<tr>
<td>University of Texas at Austin</td>
<td>M.A.</td>
<td>2007</td>
<td>Cognitive Psychology</td>
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<tr>
<td>University of Texas at Austin</td>
<td>Ph.D.</td>
<td>2010 (Expected)</td>
<td>Cognitive Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, and C of the Biographical Sketch.

**A. Positions and Honors**

Assistant Professor 2010 - Cognitive Psychology Texas A&M University  
Research Fellow 2008-2010 Cognitive Psychology University of Texas at Austin W. Todd Maddox

- 2007-10  
  Supplement Awarded to NIMH grant MH77708 to train with Drs. W. Todd Maddox, and Arthur B. Markman

- 2005-06  
  Incoming graduate research fellowship award to train with Dr. W. Todd Maddox.

**B. Publications**


NAME
Takashi Yamauchi

POSITION TITLE
Associate Professor

eRA COMMONS USER NAME

EDUCATION/TRAINING
(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)

<table>
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<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
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<tbody>
<tr>
<td>Columbia University, New York, NY</td>
<td>BA</td>
<td>1991</td>
<td>Psychology</td>
</tr>
<tr>
<td>Columbia University, New York, NY</td>
<td>MA</td>
<td>1995</td>
<td>Psychology</td>
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<tr>
<td>Supported by University of Pittsburgh and Carnegie Mellon University</td>
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<td>1998-2000</td>
<td>Computer Science and Psychology</td>
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</table>

Please refer to the application instructions in order to complete sections A, B, and C of the Biographical Sketch.

A. Positions and Honors.

Positions
2001-date Assistant Professor, Department of Psychology, Texas A&M University
2000-2001 Visiting Assistant Professor, Department of Psychology, Texas A&M University
1998-2000 Research Associate, Center for Interdisciplinary Research on Constructive Learning Environments (supported by the University of Pittsburgh and Carnegie Mellon University)
1992-1997 Teaching Assistant, Columbia University, NY

Professional Experience and Members.

Editorial Services
Editorial Board: Psychologia (2004-Present)

Ad hoc Reviewer:
Refereed Journals:

Conference Proceedings:
National Grant
National Science Foundation Grant

Membership

Honors and Awards
2009 Fellow, Race and Ethnic Studies Institute (TAMU)
2007 Fellow, Digital Humanities / Glasscock Center Stipendiary Faculty Fellow (TAMU)
2006 Fellow, Mexican American and U.S. Latino Research Center (Texas A&M University)
2006 Research Fellow, Glasscock Center for Humanities Research (Texas A&M University)
2000 Honors Faculty, Texas A&M University
1992 Faculty Fellowship, Columbia University

B. Selected Peer Reviewed Publications

Peer Reviewed Journals (* denotes graduate student)


Articles in Refereed Proceedings


**Book Chapters**


**C. Research Support**

2006    Glasscock Center Stipendiary Faculty Fellow Grant. The Melbearn G. Glasscock Center for Humanities Research, Texas A&M University
2006    Planning Grant, Mexican American and U.S. Latino Research Center, Texas A&M University
2006    Faculty Research Enhancement Program, Texas A&M University, College of Liberal Arts
2005    International Travel Support Grant, Texas A&M University, College of Liberal Arts
2003    International Travel Support Grant, Texas A&M University, College of Liberal Arts
2002-2003 Faculty Mini Grant: Office of the Vice President for Research, Texas A&M University, *Title: Children’s Inductive Process*
2002-2003 Honors Curriculum Development Grant: The University Honors Program, Texas A&M University  
*Title: Human Perception & Cognition from Philosophical & Artistic Perspectives*
2002    College Faculty Research Enhancement Award: College of Liberal Arts, Texas A&M University,  
*Title: Why Labeling Leads to Stereotyping: Cognitive Underpinnings of Stereotyping*
Appendix C1

Department of Psychology Bylaws
Texas A&M University
Department of Psychology
Bylaws

June 3, 2003
Amended Fall, 2005
Table of Contents

I. Membership
II. Departmental Meetings
III. Organization of the Department
IV. Administrative Positions in the Department
   A. Head
   B. Associate Head
   C. Area Coordinators
   D. Director of Graduate Studies
   E. Director of Psychology Clinic
V. Committee Structure and Procedures
   A. General Procedures
   B. Structure
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Bylaws

Department of Psychology

Texas A&M University

I. Membership

A. The faculty of the Psychology Department will include persons employed in tenured or tenure-track lines, visiting faculty appointees, lecturers, post-doctoral fellows, professors emeriti, adjunct faculty, and TAMU faculty holding a joint appointment in psychology.

B. Psychology Faculty who are members of the Graduate Faculty, whose primary appointment (at least 50%) is within the Psychology Department, and who hold the rank of Senior Lecturer, Clinical Professor (Assistant, Associate or Full), or Professor (Assistant, Associate, or Full) have the right to vote on department issues, excluding decisions for promotion and tenure. Only tenured Psychology Faculty are allowed to stand on the P&T Committee and vote on issues of promotion and tenure. Non-tenure-track faculty who wish to become Graduate Faculty must be approved by a two-thirds majority of the voting faculty.

II. Departmental Meetings

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

B. After consulting with the Advisory Committee, the Department Head will identify regularly scheduled times for AC meetings, faculty meetings, and a regular colloquium series.

C. The departmental faculty will meet on a regular basis to receive committee reports, to discuss departmental affairs, and to advise the Department Head in areas of faculty and departmental concerns.

D. 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, a majority vote means that at least two-thirds of the voting faculty support an option or decision.

E. Regular faculty meetings will convene at least twice each semester. The Head will set a regularly scheduled time for the meetings when Psychology faculty are not scheduled to teach classes. Special faculty meetings may be called by the Head or upon petition to the Head of 20 percent of the voting faculty in residence.

F. The Head shall announce the meeting in a timely fashion with a written request for any items to be put on the agenda. Written agenda will be distributed to faculty members 24 hours before the meeting.

G. 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.

III. Organization of the Department

The Department of Psychology will be organized into Areas. Each area will represent a coherent specialization within psychology, including a 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 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 less than half-time appointments) may be an affiliate of one or more areas, but will have no vote. Individuals must identify their area affiliations each year. The Department Head should request this information as part of the annual evaluations.

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. 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 or the termination of an existing area requires a two-thirds majority vote of the full voting faculty, contingent upon final approval by the Department Head.

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

Each area represents:

A. 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:

B. 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 Admissions Committee, graduate student education, graduate student advising, graduate student placement, program training grants, specialized facilities (e.g., the Psychology Clinic, animal care facilities); and

C. representative unit, in which each area elects a representative to standing departmental committees.

The faculty of each area does the following:

A. Elects a representative to certain departmental committees, as described below.

B. Elects an Area Coordinator who also serves on the departmental Advisory Committee (in the Clinical Area, representative typically is someone other than the Director of Clinical Training).

C. Develops and conducts graduate education programs and collectively manages student evaluations and placements.
D. Develops and conducts undergraduate courses appropriate to its area of specialization under the authority of the Undergraduate Studies Committee and the Psychology faculty.

E. Develops and conducts research programs appropriate to its area of specialization.

F. Manages specialized programs and facilities within its area of specialization. Each area is free to set its own operating procedures for elections. The responsibilities and powers of the Area Coordinator also may vary across areas.

The Psychology Department areas in existence at the time of approval of these Bylaws are as follows:

- Behavioral Neuroscience
- Clinical Psychology
- Cognitive Psychology
- Developmental Psychology
- Industrial-Organizational Psychology
- Social Psychology

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 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.

IV. Administrative Positions in the Department

A. Head. 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. The Head shall be formally reviewed in the third year of the term according to procedures established by the Dean for all College of Liberal Arts department heads.

2. Procedures for Selection of the Head

a. When the Head needs to be replaced (either at the end of a normal term or for any other reason), the Department will follow the guidelines outlined in the University Rules statement entitled “Faculty Participation in the Selection, Evaluation, and Retention of Department Heads” (Rule # 12.99.99.M6). After consulting with
the Dean, the AC will help coordinate the selection of a search committee. The Dean will formally appoint members to the search committee following consultation with department faculty and will appoint the chair of the committee. Department faculty should elect a majority of the committee. The Dean may appoint additional members. Faculty from outside the department may be included on the search committee, but should not chair the committee.

b. The search committee will advertise the position, review all applications and nominations, and make recommendations to the faculty of the department regarding their preferred candidates. Pursuant to the Texas Open Records Act, all non-confidential material pertinent to applications and nominations will be made available to the entire faculty for review.

c. After potential candidates are interviewed by the faculty, the search committee will request a ranking of the candidates by the voting faculty and to determine which candidates are deemed acceptable by a majority (at least 2/3) of the faculty. Voting will be conducted by private ballots, and every effort will be made to solicit absentee ballots, when applicable. If more than one candidate is acceptable, the search committee will provide the faculty ranking of the candidates to the Dean (who, according to Texas A&M Rule # 12.99.99.M6, selects the Head). If the vote of the faculty differs from the opinion of the search committee, that information will also be reported to the Dean. Votes pertaining to any candidates deemed unacceptable to a majority of the faculty will also be reported. The Dean will then select and appoint the Head. It is anticipated that the Dean will normally follow the recommendations of the Department.

3. Duties of the Head

a. The Head, through direct action or delegation and in consultation with appropriate departmental committees:

   (1) formulates and implements policies of the department;
   (2) consults at least once per semester with all departmental committee chairs and area coordinators;
   (3) presides at departmental faculty meetings;
   (4) formulates and manages the departmental budget;
   (5) manages office operations;
   (6) hires and evaluates office staff;
   (7) evaluates faculty (in accordance with procedures specified in the sections dealing with the Promotion and Tenure Committee and the Evaluation Committee; see below);
(8) encourages faculty development;
(9) assigns teaching loads and schedules;
(10) carries on departmental correspondence;
(11) resolves student complaints and other potential conflicts;
(12) receives advice from individual faculty members, from committees, and from the faculty as a whole;
(13) identifies individual faculty members to oversee the following operations/tasks: the Psychology Human Participant Pool, the Sells Library, the Department colloquium series, faculty and staff awards, and the Department website.

4. Authority of the Head

a. The Head makes appointments to fill unexpired terms on committees and to assist in the daily operation of the department.

b. 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.

c. The Head, serving as principal financial officer of the Department, shall:
   (1) supervise receipt and expenditure of all monies;
   (2) 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;
   (3) 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.

d. The Head, in conjunction with the Dean, appropriate departmental committees and the Advisory Committee, shall supervise and coordinate the recruiting of new faculty members (see Section VI).
e. The Head, in consultation with the Evaluation Committee, shall make recommendations for faculty salary increases to the Dean of the College of Liberal Arts.

f. 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:

a. 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).

b. 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.

c. The Associate Head, Director of Graduate Studies, Director of the Psychology Clinic, and Area Coordinators should be in place at the start of each academic year.

d. 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.

e. The Director of the Psychology Clinic and the Director of Graduate Studies should normally continue to serve until the end of their terms/contracts, whereupon the new Head should review their appointments.

B. Associate Head

1. The Associate Head is nominated by the Department Head in consultation with the Advisory Committee and confirmed by the faculty.

2. 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.

3. The duties of the Associate Head include:

a. Serving in the capacity of the Department Head whenever the Head is unavailable.

b. Serving as a non-voting member of the Advisory Committee.

c. Functioning in the capacity of the Head in all matters delegated by the Head.

d. Maintaining records of faculty meetings and committee activities.
e. Coordinating (with the staff) the electronic distribution of information about Department issues.
f. Overseeing the inventory and maintenance of all equipment owned by the Department.

C. Area Coordinators:
1. Are elected by faculty within each area to 2-year terms, normally limited to 4 consecutive terms.
2. Chair the meetings of their areas, and set meeting agendas.
3. Serve on the Advisory Committee
4. Are responsible for the administrative and educational functions of the area.

D. Director of Graduate Studies
1. 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.
2. Serves on the Advisory Committee.
3. Chairs the Graduate Studies Committee and is responsible for the administration of its functions.

E. Director of the Psychology Clinic
1. Chairs the Clinic Coordination Committee.
2. 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.
3. 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.

V. Committee Structure and Procedures
A. General Procedures
1. Service on 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.

2. Except as otherwise noted, the agendas for all meetings will be determined by the committee chairs in consultation with committee members.

3. Except as otherwise noted, all committees will establish their own procedures, provided that the following conditions are met:
   a. Members of the department who are concerned with a given matter should be given an opportunity to present their views;
   b. 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;
   c. Each committee will establish procedures for receiving and considering proposals from undergraduate and graduate students, as appropriate;
   d. 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;
   e. Some committees include student representation. During discussions involving the evaluation of particular students or faculty members, the student representatives will be excused.

4. 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.

5. Every committee should meet at least once per year.

B. Structure

1. There are two area-elected committees: the Advisory Committee (AC) and the Graduate Studies Committee. Both of these committees have one representative from each graduate training area. Each area is responsible for electing its representatives.

The Evaluation Committee and Diversity Committee are each composed of 3 faculty members. The Evaluation Committee consists of 2 members
C. Specific Guidelines

1. 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.

2. 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.

3. 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. Area Coordinators are responsible for requesting nominations and confirmations of representatives for each area.

4. 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.

5. 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.

VI. Advisory Committee

A. Membership and Operation

The AC shall be composed of the area coordinators, the Director of Graduate Studies, the chairs of the Undergraduate Studies and Diversity Committees, the Associate Head (a non-voting member), and the Department Head (a non-voting member). The chair shall be 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.

The AC will establish a regular time for meetings. The agenda for these meetings will be set by the Head (in consultation with the 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 the Chair of the AC. Meetings of the AC can also be called by petition of 20 percent of the voting membership. For voting purposes, 5 or more members constitute a quorum for the AC.

B. Functions

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.

The AC offers advice regarding:

1. Budget items;
2. Policies on allocations/funding of graduate student slots;
3. Justification of new faculty positions;
4. Reallocation of vacated faculty slots;
5. Creation of new areas;
6. Improving instruction;
7. Encouraging research;
8. All committee actions that have major policy implications;
9. New acquisitions, including space and equipment;
10. Allocations of departmental space;
11. Maintenance of departmental property;
12. Purchases of new computer equipment and software;
13. Information, plans, or initiatives relevant to the University’s long-term strategic and Vision 2020 goals/objectives.

C. Duties

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.

Members of the AC can move to consider the Head’s action on an issue. Unless requested by the AC, neither the Head nor the Associate Head shall attend these meetings. The Head shall be informed of the purpose of these meetings and can submit a response to the AC. In cases where the AC disagrees with the Head or believes that the Head’s actions could harm the Department, the AC may move to have a vote of no confidence. In such cases, the AC will follow the guides outlined in the University Rules statement entitled “Faculty Participation in the Selection, Evaluation, and Retention of Department Heads” (Rule # 12.99.99.M6). If sustained by a two-thirds majority of the voting members of the AC, the results of this vote, with appropriate commentary, shall be distributed to the faculty and the Dean. If a vote of no confidence is sustained, the AC can move to call a faculty vote on whether a recommendation should be made to the Dean to remove the Head from office.

Members of the AC will elect a Department Parliamentarian who will serve as a resource regarding the bylaws and will work to assure that department business is conducted in accordance with the bylaws.

The Chair of the AC shall provide a written summary of each meeting, including votes on key issues. The summary shall be archived by the Associate Head and distributed to the Faculty.

The Chair of the AC, in conjunction with the Head, will organize a yearly report to the faculty. At this meeting, the Chair of the AC shall provide a report from the AC and request summaries from the elected faculty positions. This should include reports by the Parliamentarian, the Evaluation Committee, and the Area Heads. Prior to the annual review, Area Heads should meet with the members of their area to discuss issues pertinent to the area, including: graduate training, resource allocation, and progress towards their long-term objectives.

VII. Promotion and Tenure Committee

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” (Rule # 12.01.99.M2) and the most recent Promotion and Tenure guidelines for the College of Liberal Arts.

A. 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. 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, the committee shall be composed of tenured faculty holding the rank of Professor. 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.

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.

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

B. Duties:

a. Annual reviews of non-tenured faculty.

b. Third-year reviews of non-tenured faculty.

c. Reviews of candidates for promotion and tenure.

d. Advising the Head on Post-Tenure reviews in accordance with the guides outlined in the University Rules statement entitled “University Statement on Academic Freedom, Responsibility, Tenure, and Promotion” (Rule # 12.01.99.M2).

C. Procedures.

1. Annual reviews

a. The candidate shall provide a vita, a description of the research program, information on teaching responsibilities (including teaching evaluations), information on service, and other information the candidate would like to have considered.

b. 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.

c. 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.

2. Third-year reviews
The third-year review will assess the probability of the candidate 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.

a. As specified in University and College guidelines, the candidate shall provide:

   (1) 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.

   (2) a description of teaching responsibilities and accomplishments, including course load, enrollments, syllabi, exams, formal student evaluations, and other relevant material.

   (3) a description of service to the department/university, to the community, and to the profession.

   (4) a statement of goals in teaching and research.

b. As specified in University and College guidelines, the committee shall provide:

   (1) Peer evaluations. The committee shall obtain relevant information from the faculty regarding research, teaching, and service.

   (2) Graduate student evaluations. The committee shall obtain relevant information from the graduate students regarding teaching, clinical supervision, and research supervision.

   (3) Copies of all annual progress reports and all review letters previously sent to the Dean’s Office.

c. As specified in University and 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.

3. Promotion and Tenure Reviews
a. 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.

b. Research. The committee shall consider the following information:

1. 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.

2. 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.

3. Outside letters. The candidate shall provide a list of up to 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 attempt to obtain between 3 and 6 letters of evaluation, ensuring that at least 1 letter is from the candidate's list.

4. Research statement. The candidate shall provide a personal statement summarizing past accomplishments and outlining future research directions and specific goals.

5. Other information. The candidate should provide other information that he/she believes pertinent (e.g., grant applications and reviews).

6. Graduate students will be surveyed about teaching, clinical supervision, and research supervision by the Chair of the P&T Committee.

7. 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.

c. 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. The candidate also shall provide summaries of standard course evaluations. The committee shall obtain relevant
information from graduate students regarding classroom and out-of-class teaching, teaching supervision, and/or clinical supervision with students specifying the nature of their contact with the candidate.

d. Service. The committee shall consider the following information in several categories: service to the Department and University, to the community, and to the profession.

(1) 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.

(2) Community. The candidate shall provide a description of professional community involvement (e.g., speeches to community groups, volunteer consulting to organizations).

(3) 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.

VIII. Evaluation and Diversity

A. Evaluation Committee

1. 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.

2. 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. 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.

B. Diversity Committee

1. Membership and Operation. The Diversity Committee is composed of 3 faculty members 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.

2. 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.

IX. Graduate and Undergraduate Studies

A. Graduate Studies Committee

1. Membership and Operation. The Graduate Studies Committee is composed of the Director of Graduate Studies, who shall serve as the chair and a representative of his/her area, plus one representative elected by each remaining graduate training area. One additional member will be elected from the ranks of the graduate students. The Director of Graduate Studies shall be appointed by the Head for a term of three years. The other faculty members will serve two-year terms. To provide for staggered replacements, committee members will draw lots at the first meeting to determine which half of the members will serve an initial one-year term. 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 Director of Graduate Studies. Agendas will be determined by the Director. Agenda items pertaining to evaluation of students will be considered in closed sessions, and graduate student members will be excused from attendance.

If the committee believes that the Director (chair) has become ineffective, the committee can vote to replace the Director.

2. Functions. The GSC is responsible for advising the Head 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:

   a. Curricula. The GSC shall help the department define the core curriculum. Changes in the core curriculum will be considered by
the GSC. Proposals for new courses also will be considered by the GSC.

b. 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.

c. 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 Graduate School 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.

B. Undergraduate Studies Committee

1. Membership and Operation. The USC consists of the chair of Undergraduate Studies plus two other members appointed by the Head. 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.

2. Functions. The USC is charged with:

a. developing policies relevant to undergraduate education in the Department.

b. proposing and approving curriculum changes and academic requirements for undergraduate majors.

c. overseeing the implementation of undergraduate program policies.

d. facilitating the nomination of psychology undergraduates for departmental, college, university, and national awards.
e. provide advice to the Head on undergraduate advising, including new student advising.

X. Other Standing Committees

A. Membership and Operation

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.

Search committees will normally be composed of 4 faculty, at least 1 of whom is not from the area in which the search is conducted. Search committees will follow the University Rules for conducting searches (Rule # 12.99.99M1, titled “Faculty Recruitment Procedures”; see below).

XI. Other Appointed Positions

A. Appointment and Operation

Each of the positions described in sections XI B through XI F is 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.

B. Awards

The individual assigned this duty shall organize and sponsor 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. Duties may include informing the department of the existence of an award, overseeing nominations, collecting supporting documents, etc.

C. Library

This individual is charged with overseeing the operation of the Sells Psychology Resource Collection, including making policy decisions on the operation of the Collection, ordering subscriptions, polling faculty on new acquisitions and ordering them, evaluating potential donations to the Collection, and informing the faculty at least annually of new features in the Collection and the rules for its use. The Library Coordinator will also monitor acquisitions by the TAMIL Library and, after consultation with the Department faculty, will work to secure new resources and maintain current materials.

D. Psychology Human Participant Pool

No research may be conducted in the Department without ensuring that the American Psychological Association's ethical principles for human research guidelines are followed. The person appointed to this duty will oversee the operation of the Introductory Psychology Research Participant Pool.
E. Website

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.

XII. Recruitment of Faculty

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.

After the search is organized 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.

Part-time and non-tenure track faculty represent special cases. Such appointments are often 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. Both hiring and continuing appointments should be based on a two-thirds majority vote by the voting faculty.

XIII. Procedures for the Ratification and Amendment of the Bylaws

A. Ratification. 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.

B. Amendments

1. 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.

2. 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.

XIV. Conflict between the Psychology Department Bylaws and other Regulations

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.
Appendix C2

Department of Psychology Merit Review Criteria
Merit Raise Criteria
Department of Psychology
Adopted February 4, 2003

The format for the annual evaluation will involve an assignment of scores toward a target maximum of 100 points, with the understanding that an additional 10 points may be assigned as "extra credit." The purpose of the extra credit is to reward exceptional merit in any of the three evaluative categories, research, teaching, and service. To receive this extra credit, it is assumed that a faculty member will receive the maximum points in one or more of the point categories.

The assignment of points will be based on merit in each of the three evaluative categories: research, teaching and service. The research category has a maximum of 60 points, the teaching category has a maximum of 30 points, and the service category has a maximum of 10 points. Expectations of performance in these areas differ for different ranks. In special cases faculty may request changes in the point distribution of their effort devoted to each category. The Department Head and the majority of the Psychology Advisory Committee must approve this change.

Research (60 points)

Scholarship (35 points)

This category includes journal articles, scholarly books, scholarly book chapters, and presentations. Each of the products has to be evaluated in terms of the quality of the outlet in which it appears. Typically, articles that appear in top-tier journals and scholarly books will be weighted substantially more than book chapters. In a like manner, conference presentations will be weighted substantially less than book chapters. Textbooks will not be considered in the annual evaluation process unless they are high-level graduate texts. In addition to the production of scholarly works, other markers of excellence in research are to be considered insofar as they enhance individual and institutional visibility and reputation. Factors to be considered include, for example, editorships, invited addresses at national and international meetings, membership on federal grant panels, research awards, and recognition from professional organizations (e.g., appointment as a Fellow or Division President in the American Psychological Association). Where appropriate, citation data also are to be considered as evidence of high-level research performance.

Grants and Grant Applications (25 points)

Assignment of credit for grant activity will be based on both application and receipt, with a greater weight given to the latter. Because grant writing takes time away from writing for publication, and because there is no guarantee that even a strong grant application will be funded, it is important to reward submission and revision/submission of grant applications. A sizable number of points are placed in this category to ensure that the decision to invest time and effort required to submit a grant will be rewarded by the
department even if the grant is not funded. The committee recognizes that not all areas have comparable access to funding. However, there are many different types of funding and obtaining funds from corporate sources or from private benefactors for graduate student salaries or funds that reduce demands on the department's budget in other ways is encouraged and should be rewarded. It is further recognized that funding from such prestigious, competitive agencies as NSF and NIH, in addition to freeing departmental resources, bring distinction to the department both inside and outside the university. As indicated, efforts to obtain a grant should be encouraged and should be rewarded. Still, it is expected that ultimately the applicant will make a transition from merely applying for funds to successful attainment of extramural support.

Teaching (30 points)

In addition to the teaching evaluation scores, other indicators of classroom excellence and commitment to the instructional process are to be considered. Examples of such indicators include quality of teaching materials; the use of writing assignments or other performance assignments such as exercises, field trips, and group projects; developing novel classroom projects or demonstrations; the quality of written and oral feedback given to students; developing new courses; and attempts to improve one's classroom teaching. Non-classroom teaching will also be considered. Credit is to be assigned for undergraduate and graduate contact with students in the form of 485's, 691's, Undergraduate Fellows, participation in Masters and Doctoral Committees, practicum supervision, and productive relationships with undergraduate and graduate students resulting in such things as publications, presentations at conferences, and Honor's theses.

Service (10 points)

Departmental, university and national service are an important part of academia and participation at each of these levels merits credit toward the overall annual evaluation. It is reasonable to expect that more senior faculty will have greater service responsibility than junior faculty. There will be no separate set of points for departmental, university, and national service. Thus, one could get the full 10 points in any of these categories.

Bonus Points (up to 10)

As noted, an additional 10 points may be assigned to the overall evaluation score. This extra credit system presents a greater opportunity to reward an individual who has had truly exceptional performance in one or more categories.
Faculty members are to be evaluated on the quality and scope of their work in fulfillment of the multiple missions of Texas A&M University. The division of criteria listed below into “Outstanding Merit” and “Merit” categories is used as one means for assessing quality. 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 criteria reflect that goal. Both the number of indicators and the number of accomplishments within an indicator category (e.g., the number of scholarly articles published in leading journals) are used to assess scope of accomplishments. The criteria below are not listed in order of importance; their order is random.

I. General Procedures: Timing and Definition of Works Considered as Part of the Evaluation Process

1. Published articles, books, edited books, and chapters within edited books are included in the merit raise evaluation process when they appear in print. Works submitted for review and works “in press” are not considered.

2. A grant application is included in the merit raise process when a decision to fund or not fund it has been made. Submissions about which funding issues have not been made are not considered part of the evaluation process. Within the evaluation process, revisions and resubmissions of a grant are treated as separate “accomplishments.” (Thus, an original application that was not funded would be considered one accomplishment and up to two revisions and resubmissions of that application would be considered second and third “accomplishments.” Further resubmissions of the same application will not be considered in the merit raise process unless funded.)

3. Evaluations are made on the basis of accomplishments within a 3 year rolling “window.” Accomplishments are given the same weight within the decision process regardless of the year within the three year window in which they occurred. Thus, for example, directing a University Honor’s Thesis, receiving a professional award, or publishing a scholarly article in a given year will affect the evaluation process that year and in each of the next two years equally. Funded grants are counted in the evaluation process throughout their term (i.e., when one or more years of funding appear within the 3 year window). Unfunded grants count within the evaluation process being during the year when a funding decision is made by the agency to which the application was submitted and for 2 years thereafter.

4. Books, journal articles, and other publications upon which evaluative decisions are based must address issues related to psychology or allied fields, and must be scholarly in nature. Scholarly works are those whose primary purpose is to inform learned persons who are specialists in a given branch of knowledge. Such people include both social and behavioral scientists and practicing professionals in psychology or allied fields. Books, chapters, and articles intended to inform persons who are not specialists in psychology will be considered scholarly if their content is based on and makes explicit reference to empirical literature in psychology or allied fields. Works deemed scholarly will generally fall into one of three categories: an original contribution
to new knowledge; a synthesis of research in a given field; or works introducing new methodologies or theories.

II. EVALUATIVE CRITERIA

A. Criteria for Teaching

*Indicators of Outstanding Merit*

1. Teaching performance that is significantly above the departmental average for relevant comparator courses as evidenced by student evaluations or other means of evaluation adopted by the faculty.
2. Direction of research by a graduate student published in a refereed journal, where the student is the first (or primary) author.
3. Selection for a University, College, or national professional society outstanding teacher award.
4. Direction of an undergraduate University Honors Thesis.
5. Publication of widely adopted or acclaimed instructional materials.
6. Developing a course that is new to the curriculum.
7. Receiving external grant support for teaching/learning projects.
8. Invitation to teach a course (not to give a lecture) at a domestic or an international institution of recognized excellence.
9. Facilitation of the receipt by one’s graduate advisee(s) of awards for research (e.g., NIH, NSF, or APA awards.).
10. Placement of graduate students into significant academic or research positions, including post-doctoral positions.
11. Chairing a doctoral committee. Credit is received upon completion of the dissertation and for the next two years.
12. Facilitating the inclusion within the graduate and undergraduate student body and the success of members of minority groups that are under-represented among graduate and undergraduate students in psychology. In accordance with the practice of the American Psychological Association, under-represented minority groups include African Americans, Hispanic Americans, Asian Americans, Native Americans, and Americans of Polynesian/Pacific Island descent.
13. Awards for a presentation (poster or paper) won at a national or international conference by a graduate student.

*Indicators of Merit*

1. Chair of a master’s or member of a doctoral research committee. Credit is received upon completion of the thesis or dissertation and for the next two years.
2. Classroom teaching performance at or near the department norm for relevant comparator courses as evidenced by student evaluations or other means of evaluation adopted by the faculty.
3. Development of new pedagogical methods and materials.
4. Major revision of existing courses, not including normal updating.
5. Receiving competitive internal grant support for teaching/learning projects.
6. Significant self-development activities leading to enhanced teaching effectiveness.
7. Graduate or undergraduate presentation (poster or paper) at a national or international conference.
B. Criteria for Scholarly Activities

**Indicators of Outstanding Merit**

1. Publications in leading refereed journals in psychology or allied fields.
2. Receiving a major external fellowship or research award (*not including research grants*).
3. Frequent citation of publications as indicated by the Social Science and Science Citation Indexes. Citations of any article regardless of when it was published that appear within the 3 year rolling window are included in the evaluation process.
4. Publication of scholarly books by leading publishers.
5. Presentation of keynote addresses or **invited** papers at international and national meetings.
6. Receiving, as a PI or Co-PI, significant (as defined relative to the norms of the sub-disciplines represented in the department) external peer-reviewed funding for research; Co-PI’s must provide a description of their contribution to the writing and execution of the grant that indicates a major contribution on their part to meet the requirements of this indicator.
7. International scholarly visibility, including but not limited to collaborations with international scholars and presentations at international professional meetings. Funding obtained from international sources will considered in the merit raise process under the provisions established for research grants.
8. Editing a scholarly book.

**Indicators of Merit**

1. Publication of scholarly books.
2. Publications in refereed journals.
3. Publication of a chapter in a scholarly book.
4. Presentation of papers at national or international meetings of appropriate disciplines.
5. Submission of external grants that were not funded.
6. Receipt of internal peer-reviewed funding for research.

C. Criteria for Service

**Indicators of Outstanding Merit**

1. Serving as editor, associate editor, or editorial board member of a major journal.
2. Being an officer in a national or international professional organization.
3. Serving on a major governmental commission, task force, or board.
4. Serving in an unsalaried administrative leadership role at Texas A&M University.
5. Serving as committee or program chair or in a similar position at a national or international meeting.
6. Serving as an officer in the Faculty Senate.
7. Chairing a major standing or ad hoc Texas A&M University committee.
8. Serving as a member of review panel for a national research organization.
9. Outstanding performance as the department’s Director of Graduate Training.
10. Outstanding performance as a member of a university, college, departmental, or national committee or task force. (*It is responsibility of faculty members to document their committee or task force activities.*)

11. Organizing and hosting a national or international scholarly conference.

**Indicators of Merit**

1. Being an officer in regional or state professional organization.
2. Serving as program or committee chair or similar position for regional or state professional organizational meeting.
3. Effective service as department’s Director of Graduate Training.
4. Serving as an active member of the Faculty Senate. (*It is the faculty member’s responsibility to list their Senate activities.*)
5. Active service on university, college, and department committees and task forces. (*It is the faculty member’s responsibility to document their committee or task force activities. Service on a largely inactive committee or task force will not be credited in the evaluation process.*)
6. Being an advisor to a student organization.
7. Serving as an ad hoc reviewer for a professional journal or research funding agency.

**III. ROLE OF THE FACULTY EVALUATION COMMITTEE**

1. Three faculty members serve on the Evaluation Committee. Two are elected and one is appointed. Procedures for election and appointment to the committee are specified in the department’s by-laws.
2. The materials detailing faculty accomplishments and communications from the Dean regarding merit raise guidelines are shared with each member of the committee.
3. The department head conducts his or her own review of each faculty member, assigning points on the 100 point scale described in the merit raise criteria document.
4. Each committee member conducts his or her own independent review and assigns points on the 100 point scale.
5. The committee members meet without the department head being present to develop consensus point assignments for each person being reviewed.
6. The committee and the department head meet to resolve differences between the committee’s consensus point assignments and the head’s. After this discussion, the head makes final point assignments and shares them with the committee.
7. When the department learns how much raise money it has to distribute, the process described above is repeated. The department head makes initial recommendations for raises based on the point assignments made in the first part of this process. Each committee member makes similar recommendations independently. The committee meets without the department head to arrive at consensus raise recommendations. The committee and department head meet to resolve differences in their recommendations. The head then makes final raise recommendations and shares them with the committee. These recommendations are forwarded to the Dean for his or her consideration. If the dean suggests modifications of the raise recommendations submitted, the department head consults with the committee to discuss the Dean’s suggestions. The department head then submits revised recommendations or asks the Dean to reconsider his or her suggestions.
Appendix C3

Department of Psychology Parental and Health-Related Policies
Policy Rationale. For long-term faculty, departments are encouraged to be flexible in dealing with temporary interruptions in normal service.

The demographics of higher education have changed rapidly over the past decades, particularly with greater proportions of women among tenure-track faculty. Since family-friendly policies and benefits are increasingly important criteria by which academics — women and men — evaluate their career options, higher education is joining other employment sectors in offering greater numbers of such policies and benefits to its employees. As institutions of higher education seek to hire and retain high quality faculty, they compete not only with other colleges and universities but also with employers outside the academy.

In 1993 Congress passed the Family and Medical Leave Act (FMLA) to promote the stability and economic security of families (http://www.opm.gov/oca/leave/HTML/fmlaregs.htm). It intended for the act to achieve this goal in a manner that accommodates the interests of employers in workplace efficiency, minimizes the potential for employment discrimination based on gender and pregnancy, and promotes equal employment opportunities for men and women. The goal of every institution should be to create an academic community in which all members are treated equitably, families are supported, and family-care concerns are regarded as legitimate and important.

In this document, we outline several family-friendly department policies. These policies align with other initiatives currently underway at the University, including the particular goals of Vision 2020. The first imperative listed in the Vision 2020 document is to achieve the highest quality faculty and faculty life. According to the document, “we will have to review and strengthen hiring and tenure policies, enhance compensation, focus our scholarship, and transform our administrative culture. We cannot achieve our goal without a nationally recognized faculty with a passion for teaching and an academic environment that values and rewards innovation, great ideas, and the search for the truth. ....The evolution of the highest quality of student life requires a commitment to high-quality faculty and faculty life. Intense dedication to teaching, research, and service on the part of faculty will be matched by the university’s commitment to provide a supportive, encouraging environment....If Texas A&M University is to become one of the top ten public universities by the year 2020, it is imperative that this university have an outstanding faculty and an environment that promotes academic excellence. It is also imperative that Texas A&M University make the academic quality of the institution known to the world.”

The development and implementation of institutional policies that enable the healthy integration of work responsibilities with family life in academe require renewed attention because the University and its departments have a vested interest in the long-term productivity of their faculty. These policies are designed to protect our faculty investment. The following recommendations describe options that will help to attract and retain more top scholars, teachers, and researchers and aid the department in becoming one of the top Psychology Departments in America by 2020.
I. INTRODUCTION

A. Purpose. This document describes the family and medical leave policies for faculty in the Department of Psychology at Texas A&M University. These policies are modeled after policies developed at Harvard Law School and are consistent with the provisions of the Family and Medical Leave Act (FMLA) and current Texas A&M policy.

B. FMLA. The FMLA allows an eligible employee up to a total of 12 workweeks of unpaid leave during any 12-month period for one or more of the following reasons: (1) for the birth and care of the newborn child of the employee; (2) for the adoption or foster care of a child with the faculty member; (3) to care for an immediate family member (spouse, child, or parent) with a serious health condition; or (4) to take medical leave when the employee is unable to work because of a serious health condition.

C. Current TAMU Policy. Texas A&M University currently follows the federally mandated FMLA guidelines. In addition, Texas A&M University allows for extensions to the probationary period that may be granted upon petition by the faculty member, recommendation by the Department Head and Dean, and approval by the Dean of Faculties. Extensions are usually for one year, but a longer period may be requested in compelling circumstances. Any extension greater than one year must be approved by the Provost. A faculty member may petition for an extension in the following cases:

1. The faculty member is taking leave without pay, or a reduction in service to 50% time for a semester or academic year, provided the leave is not taken solely for the purpose of pursuing activities that will enhance the faculty member’s qualifications for tenure and promotion.
2. The faculty member has encountered circumstances that may seriously impede progress toward demonstration qualification for the award of tenure and promotion. Such circumstances might include (but are not limited to):
   o serious illness or injury
   o having responsibility for the primary care of an infant or small child
   o having responsibility for the primary care of a close relative who is disabled, elderly or seriously ill
   o any serious disruption of the probationary period for unexpected reasons beyond the faculty member’s control.

In addition to the University level family and medical leave policy, the Psychology Department has developed an internal policy designed to flexibly accommodate parental and personal leave issues.

D. Definition of Terms

1. Dean of Faculties. In this document, the term “Dean of Faculties” refers to the university level Dean or the Dean’s designate who works with faculty members in all colleges and university
divisions to implement the university’s family and medical leave policies.

2. **Dean.** In this document, the term "Dean" refers to the Dean of the College of Liberal Arts or the Dean’s designate for the implementation of family and medical leave policies.

3. **Department Head.** “Department Head” refers to the administrative head of the Psychology Department.

4. **Faculty.** The term “faculty” includes persons holding tenure-track or tenured appointments in the Psychology Department at Texas A&M University. However, faculty in other categories may petition the Department Head on a case-by-case basis.

5. **Partner.** "Partner" will be used to refer to either the spouse or the domestic partner of a faculty member in the Psychology Department, including the domestic partners of unmarried heterosexual, lesbian, and gay faculty members.

6. **Primary Caregiver.** The term "primary caregiver" refers to a faculty member who is the sole caretaker of his or her newborn or newly adopted child for at least 10 or 20 hours a week during the faculty member’s normal working hours.

7. **Child.** The term "child" refers to the dependent child of the faculty member and/or her/his partner.

**E. Timely Notice**

Family and medical leave requests should be made in writing to the Department Head and/or Dean, Dean of Faculties, other administrators as specified in the specific policy. The faculty member must provide as much advance notice as possible when the need for a parental or medical course reduction can be anticipated (e.g., based on an expected birth, placement of a child for adoption or foster care, or planned medical treatment). When the situation is unanticipated (e.g., an unexpected medical emergency), the faculty member must provide notice as soon as possible, typically within one or two business days. The Department Head and Dean should be informed of the estimated dates when the course reduction will begin and end. During this period, a faculty member may be asked to provide periodic updates regarding her/his status and timetable for returning to normal duties.

**F. Integration with Existing Policies**

The policies in this document are designed to be consistent with the provisions of the Texas A&M Faculty Manual, the written employment policies and practices of Texas A&M University, and applicable state and federal laws. Questions about the policies in this document should be directed to the Psychology Department Head and Chair of the Department’s Diversity Committee.

**II. PARENTAL POLICIES**

The Psychology Department’s parental course reduction policy should be read in conjunction with the University Rules, Procedures, and Statements and related Texas A&M University
A. Parental Course Reduction Policy

1. Purpose. The parental course reduction policy is designed to provide relief from teaching obligations to faculty members who are the “primary caregivers” to their newborn infant, or to their newly adopted infant or child (up to age 12).

2. Policy. A faculty member who is serving as a primary caregiver for his or her newborn or newly adopted child for 20 hours a week during normal working hours would qualify for a two-course reduction (i.e., two 3 credit hour courses or the equivalent). The course reduction must be taken within one year of the birth or adoption. However, when dealing with a newborn or adopted child with special needs, the faculty member may petition the department head to take the course reduction at a later time. A negative decision may be appealed and reversed by a majority vote of the Department Head’s Advisory Committee. The two-course reduction may be taken in a single semester, or the two-course reduction may be taken over two semesters, with a one-course reduction in each of two semesters. The timing of the course reduction will be determined by the faculty member in consultation with her/his Department Head. When requesting the course reduction, the faculty member designates that she or he will be a "primary caregiver". A faculty member serving as sole primary care for 10 hours a week during the work week can request a 1 course reduction rather than the 2 course reduction that is allocated to faculty members with a 20 hour a week sole primary caregiver role. In cases of dual career faculty couples, the couple can decide whether to split the course reduction, with each partner receiving a one course reduction. During the course reduction period, the faculty member will receive her/his full pay throughout the year. The course reduction allocation for birth or adoption does not change in cases of multiples (e.g., twins, triplets) or for the adoption of multiple children within the same semester. Rather, the course reduction allocation is determined by the “event” of birth or adoption of either single or multiples, and the number of hours during the work week that the faculty member serves as the sole primary caregiver.

3. Other Non-Teaching Duties Not Affected. When a faculty member receives a course reduction under the parental course reduction policy she/he is required to satisfy all non-teaching job-related obligations, including but not limited to research and scholarly activities, supervising graduate and undergraduate research, holding office hours, attending meetings of the faculty, and service on departmental, college and university level committees.

5. Faculty Parents Who Are Not Primary Caregivers. Faculty parents who decide not to serve as a primary caregiver for their newborn or newly adopted child are ineligible for the benefits under this policy if someone else is providing the primary care (e.g., a partner, parent, other family member, or a child care provider).

6. Application. When faculty apply for a parental course reduction, they must discuss their plans with their Department Head at the earliest opportunity, as discussed in Part I (C). The goal of this meeting is to determine the faculty member’s eligibility as primary caregivers and the potential impact the course reduction will have on the department’s teaching plan. In order to receive the course reduction benefit, the faculty member claiming status as primary caregivers should be
prepared to sign a written statement attesting that this is true.

**B. Childcare Probationary Period Extension Policy**

1. **Purpose.** The purpose of the Psychology Department’s childcare extension to the probationary period policy is to provide flexibility in the timing of promotion review for Assistant Professors in order to accommodate their substantial and sustained responsibility for their newborn, newly adopted, or preschool children. To remove one potential barrier to requesting extensions to the probationary period, we propose that the default position of the Psychology Department will be to support extensions to the tenure clock under these conditions.

2. **Policy.** An Assistant Professor who assumes substantial and sustained responsibility for the care of his or her newborn, newly adopted, or preschool child will receive support from the Psychology Department Head for an extension to the probationary period, with the exception noted in subsection (4) below. An Assistant Professor who has received a course reduction under the parental teaching reduction policy will automatically receive departmental support for a one-year extension. In cases where an extension to the probationary period is granted, the faculty member may decline the extension or accept it understanding that they may choose to be reviewed for tenure at any appropriate time during the probationary period without prejudice. If the faculty member decides to decline the extension, she/he will not be considered an early tenure case and she/he will be reviewed according to normal standards.

3. **Requirements.** To qualify for an extension of appointment under this policy, the Assistant Professor must request an extension from the Dean and Dean of Faculties. The faculty member must be able to demonstrate substantial and sustained responsibility for his or her child during the term of the initial appointment.

4. **Policy Exception.** If a faculty member has been informed by the Department Head that his or her contract of employment will not be renewed, the benefits of this policy do not apply.

5. **Application.**
   a. **Process.** To apply for an extension to the probationary period, the faculty member should send a letter to the Dean and Dean of Faculties. This letter should indicate the requested dates of extension and document the applicant's substantial and sustained responsibility for the care of his or her infant or preschool child.
   b. **Timing.** The applicant should submit this letter as far in advance of his or her tenure or performance review as possible. The applicant's involvement in substantial and sustained responsibility for his or her infant or preschool child must have begun prior to the start of tenure review for Assistant Professors or performance review for other qualified faculty.

**III. MEDICAL POLICIES**

**A. Course Reduction for a Serious Health Condition**

1. **Policy.** The Psychology Department’s course reduction policy for a serious health condition should be read in conjunction with the University Rules, Procedures, and Statements and related
Texas A&M University System Policy. Faculty within the Psychology Department may request a course reduction for his or her own serious health condition or to care for a partner, child, parent, or in-law with a serious health condition. Obviously, this policy would not apply to faculty members taking paid full sick leave or disability leave. Rather, this policy would apply when the faculty member is dealing with unpredictable health or treatment-related events that would interfere with a regular teaching schedule, but under circumstances where the faculty member is otherwise able to cover the majority of job-related duties (e.g., faculty member undergoing chemotherapy; or serving as a 10 to 20 hour a week primary caregiver for a parent with a serious health condition). A faculty member serving as sole primary caregiver for a partner, child, parent, or in-law with a serious health condition for 10 hours a week during normal working hours throughout a given semester can request a 1 course reduction. A faculty member serving as sole primary caregiver for a partner, child, parent, or in-law with a serious health condition for 20 hours a week during the work week during an entire semester can request a 2 course reduction.

2. Medical Documentation. Documentation of the medical condition must be submitted in a timely manner by a faculty member requesting a course reduction for his or her own serious health condition or that of a partner, child, parent, or in-law. If the faculty member does not provide timely documentation, the course reduction may not be approved by the Department Head.

3. Application. When a faculty member applies for a health-related course reduction she/he must discuss their plans with the Department Head at the earliest opportunity, as discussed in Part I (C). The goal of this meeting is to determine the faculty member’s eligibility based on: (1) her/his own serious health condition, or (2) her/his role as primary caregiver of a partner, child, parent, or in-law with a serious health condition. In addition, this meeting will assess the potential impact that the course reduction will have on the department’s teaching plan. If the Department Head determines that the department’s teaching plan would be seriously compromised by the timing of the proposed course reduction, the faculty member may be asked to take his or her course reduction in another semester. A negative decision may be appealed and reversed by a majority vote of the Department Head’s Advisory Committee. In order to receive the course reduction benefit, the faculty member claiming status as primary caregivers of a partner, child, parent, or in-law with a serious health condition should be prepared to sign a written statement attesting that this is true.

This document is modeled after Harvard Law School’s Parental and Personal Leave Policy.
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Appendix D1

Excerpt from 2003 Academic Space Needs Analysis,

Paulien & Associates
Texas A&M
UNIVERSITY
College Station, Texas

Academic Space Needs Analysis

November 2003

PAULIEN & ASSOCIATES, INC.
899 Logan Street, Suite 508
Denver, Colorado 80203-3156
(303) 832-3272 • FAX (303) 832-3380

e-mail: dpaulien@paulien.com
www.paulien.com
### College of Liberal Arts

**Space Needs Analysis**

<table>
<thead>
<tr>
<th>Space Category</th>
<th>Fall 2002</th>
<th>Scenario 1 - No Student Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing ASF</td>
<td>Guideline ASF</td>
</tr>
<tr>
<td>Academic Space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Laboratories &amp; Service</td>
<td>5,598</td>
<td>18,364</td>
</tr>
<tr>
<td>Open Laboratories &amp; Service</td>
<td>21,163</td>
<td>23,428</td>
</tr>
<tr>
<td>Research Laboratories &amp; Service</td>
<td>42,862</td>
<td>27,776</td>
</tr>
<tr>
<td>Academic Offices &amp; Service</td>
<td>168,633</td>
<td>171,705</td>
</tr>
<tr>
<td>Field Bldgs/Animal Qtrs/Greenhouses</td>
<td>1,325</td>
<td>1,371</td>
</tr>
<tr>
<td>Other Academic Department Space</td>
<td>13,872</td>
<td>15,379</td>
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<tr>
<td><strong>Academic Space Subtotal</strong></td>
<td>253,453</td>
<td>269,043</td>
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<tr>
<td>Academic Support Space</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assembly &amp; Exhibit</td>
<td>0</td>
<td>55,000</td>
</tr>
<tr>
<td><strong>Academic Support Space Subtotal</strong></td>
<td>0</td>
<td>55,000</td>
</tr>
<tr>
<td><strong>TOTAL w/o CLASSROOMS</strong></td>
<td>253,453</td>
<td>313,043</td>
</tr>
</tbody>
</table>

ASF = Assignable Square Feet

The College of Liberal Arts has twelve departments and administers six institutes and centers. Liberal Arts has the largest faculty base, produces the most student FTE, and has the second largest student enrollment. Psychology and Sociology generate the majority of the research expenditures. Its future plans include splitting the department of Modern and Classical Languages into two departments and the development of several more research centers.

The College is also dispersed across three locations at College Station – the Main Campus, Bush Library, and Riverside Campus – in approximately 20 different buildings. The greatest and most controversial chasm is the distance between Political Science and Economics from the Main Campus. Proportionately, it has the second greatest percent of facilities that are over 30 years old at 67% (the first is space under the purview of the Executive Vice President and Provost at 68%). Psychology is located in five buildings. The largest perceived need for space is in Psychology followed by the Social Sciences.

For this planning exercise, the College assumes a minimal graduate growth rate of two percent (2%). Under the Faculty Reinvestment Plan, its number of faculty will increase by 23%. It proposes to double its research expenditures over the next ten years.

Liberal Arts showed the greatest need for teaching lab space, an approximate 12,800 ASF deficit, for Fall 2002. Should TAMU opt to expand its music and theatre programs, these programs will require supporting assembly and exhibit space.
For this reason, the consultants allocated 55,000 ASF of the total Assembly & Exhibit Space guideline to Liberal Arts. The Assembly & Exhibit guideline allocation represents about 46% of Liberal Art's total deficit.

Under Scenario 1, the need for additional office and research space becomes more critical. Should the campus meet its graduate growth projections under Scenario 2, the College will have an overall shortage of 119,400 ASF or a 47% deficit. Twenty-eight percent (28%) of the need will be in office space followed by major deficits in teaching lab and research space. Its Other Department Space includes media production for Journalism, clinic space in Psychology, student lounges, meeting rooms, and central storage.
Appendix D2

Space Needs Assessment Planning report excerpt

TAMU Office of Facilities Coordination

March, 2010 draft
### Liberal Arts
**COMPUTED SPACE NEEDS**

**Fall 2008**

**Unit Summary**

**Draft**

<table>
<thead>
<tr>
<th>TYPE OF SPACE</th>
<th>Assignable Area</th>
<th>Actual</th>
<th>Computed</th>
<th>Need</th>
<th>Difference</th>
<th>Computed Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OFFICE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator-1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>#N/A</td>
<td>0</td>
</tr>
<tr>
<td>Administrator-2</td>
<td></td>
<td>515</td>
<td>180</td>
<td>335</td>
<td>286.1%</td>
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</tr>
<tr>
<td>Faculty-1</td>
<td></td>
<td>5,197</td>
<td>7,140</td>
<td>-1,943</td>
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<tr>
<td>Faculty-2</td>
<td></td>
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<td>1,260</td>
<td>-1,260</td>
<td>0.0%</td>
<td>9</td>
</tr>
<tr>
<td>Staff (Non-Classified)</td>
<td></td>
<td>700</td>
<td>560</td>
<td>140</td>
<td>125.0%</td>
<td>4</td>
</tr>
<tr>
<td>Support (Classified)</td>
<td></td>
<td>908</td>
<td>660</td>
<td>248</td>
<td>137.6%</td>
<td>6</td>
</tr>
<tr>
<td>Grad Asst Teaching</td>
<td></td>
<td>0</td>
<td>2,816</td>
<td>-2,816</td>
<td>0.0%</td>
<td>29</td>
</tr>
<tr>
<td>Grad Asst NonTeaching</td>
<td></td>
<td>2,913</td>
<td>583</td>
<td>2,330</td>
<td>500.0%</td>
<td>6</td>
</tr>
<tr>
<td>Grad Asst Research</td>
<td></td>
<td>0</td>
<td>3,107</td>
<td>-3,107</td>
<td>0.0%</td>
<td>32</td>
</tr>
<tr>
<td>Research Asst</td>
<td></td>
<td>0</td>
<td>9,240</td>
<td>-9,240</td>
<td>0.0%</td>
<td>154</td>
</tr>
<tr>
<td>Student Staff</td>
<td></td>
<td>0</td>
<td>150</td>
<td>-150</td>
<td>0.0%</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>#N/A</td>
<td>0</td>
</tr>
<tr>
<td><strong>OFFICE SUBTOTAL</strong></td>
<td></td>
<td>10,233</td>
<td>25,696</td>
<td>-15,463</td>
<td>39.8%</td>
<td></td>
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<tr>
<td><strong>Conference</strong></td>
<td></td>
<td>250</td>
<td>300</td>
<td>-50</td>
<td>83.3%</td>
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<tr>
<td><strong>Office Service</strong></td>
<td></td>
<td>0</td>
<td>1,285</td>
<td>-1,285</td>
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<td></td>
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<tr>
<td><strong>Teaching Laboratory</strong></td>
<td></td>
<td>690</td>
<td>1,254</td>
<td>-564</td>
<td>55.0%</td>
<td></td>
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<tr>
<td><strong>Research Laboratories</strong></td>
<td></td>
<td>17,581</td>
<td>19,010</td>
<td>-1,429</td>
<td>92.5%</td>
<td></td>
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<tr>
<td><strong>Special Use</strong></td>
<td></td>
<td>8,699</td>
<td>22,699</td>
<td>-14,000</td>
<td>38.3%</td>
<td></td>
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<tr>
<td><strong>G R A N D   T O T A L</strong></td>
<td></td>
<td>37,453</td>
<td>70,244</td>
<td>-32,791</td>
<td>53.3%</td>
<td>297</td>
</tr>
</tbody>
</table>

**Classrooms**

**TOTAL Space**

38,233

Includes: Psychology, Psychology Clinic, and Neuroscience Group

FCOR 3/12/2010
## COMPUTED SPACE NEEDS

### Office Space

**Psychology**

### SQUARE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>Headcount</th>
<th>Standard</th>
<th>= FEET</th>
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<tbody>
<tr>
<td>Administrator-1</td>
<td>0</td>
<td>240</td>
<td>0</td>
</tr>
<tr>
<td>Administrator-2</td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Faculty-1</td>
<td>51</td>
<td>140</td>
<td>7,140</td>
</tr>
<tr>
<td>Faculty-2</td>
<td>9</td>
<td>140</td>
<td>1,260</td>
</tr>
<tr>
<td>Staff (Non-Classified)</td>
<td>4</td>
<td>140 &lt;</td>
<td>560</td>
</tr>
<tr>
<td>Support (Classified)</td>
<td>6</td>
<td>110</td>
<td>660</td>
</tr>
<tr>
<td>Grad Asst Teaching</td>
<td>29</td>
<td>97 &lt;</td>
<td>2,816</td>
</tr>
<tr>
<td>Grad Asst NonTeaching</td>
<td>6</td>
<td>97 &lt;</td>
<td>583</td>
</tr>
<tr>
<td>Grad Asst Research</td>
<td>32</td>
<td>97 &lt;</td>
<td>3,107</td>
</tr>
<tr>
<td>Research Asst</td>
<td>154</td>
<td>60</td>
<td>9,240</td>
</tr>
<tr>
<td>Student Staff</td>
<td>5</td>
<td>30</td>
<td>150</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>65</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>297</td>
<td>87</td>
<td>25,696</td>
</tr>
</tbody>
</table>

- **Conference Room**: 65 x 20 = 1,300
- **Office Service**: 25,696 x 5.0% = 1,285

### TEACHING LABORATORIES

<table>
<thead>
<tr>
<th>Contact Hours</th>
<th>WSCH per Station</th>
<th>Number of Stations</th>
<th>Total</th>
</tr>
</thead>
</table>
| 501.6         | 20.0             | 25.1 x 50          | 1,254 SqFt

### COMPUTED SPACE NEEDS

**Research Laboratories**

**Psychology**

### RESEARCH UNITS

<table>
<thead>
<tr>
<th>POSITION</th>
<th>F.T.E. or Weight RESEARCH</th>
</tr>
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<tbody>
<tr>
<td>Undergraduate FTE Faculty</td>
<td>27.70 x 20% 5.54</td>
</tr>
<tr>
<td>Masters FTE Faculty</td>
<td>1.29 x 50% 0.64</td>
</tr>
<tr>
<td>PhD FTE Faculty</td>
<td>2.53 x 100% 2.53</td>
</tr>
<tr>
<td>Professional (Vet Med) Faculty</td>
<td>0.00 x 100% 0.00</td>
</tr>
<tr>
<td>Research FTE Faculty</td>
<td>24.38 x 100% 24.38</td>
</tr>
<tr>
<td>Research Staff</td>
<td>0.00 x 100% 0.00</td>
</tr>
<tr>
<td>Masters Students</td>
<td>42.00 x 20% 8.40</td>
</tr>
<tr>
<td>(1) PhD Students</td>
<td>43.00 x 100% 43.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>140.90</td>
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</table>

**Projected RESEARCH Space Need**

(Includes Lab & Lab Service)

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<tr>
<th>RESEARCH</th>
<th>Area per UNITS x Research Unit = Total</th>
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<tr>
<td><strong>EXISTING</strong></td>
<td>208.08 x = 17,581</td>
</tr>
<tr>
<td>Projected</td>
<td>84.49 x 225.00 = 19,010</td>
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</table>

(1) Headcount or (2) FTE or ZERO (No Majors & No Semester Credit Hours)
### Staff & Academic Data

#### Personnel Type

<table>
<thead>
<tr>
<th>Personnel Type</th>
<th>Headcount</th>
<th>Full-Time-Equivalents</th>
<th>Fall 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching</td>
<td>Research</td>
</tr>
<tr>
<td>Administrator-1</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Administrator-2</td>
<td>1</td>
<td>0.30</td>
<td>0.30</td>
</tr>
<tr>
<td>Faculty-1</td>
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<td>26.09</td>
<td>24.08</td>
</tr>
<tr>
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<td>9</td>
<td>5.10</td>
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</tr>
<tr>
<td>Staff (Non-Classified)</td>
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<td></td>
<td>0.00</td>
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</table>

#### Departmental Majors

<table>
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<tr>
<th>Department</th>
<th>Headcount</th>
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</thead>
<tbody>
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<td>Masters</td>
<td>42</td>
</tr>
<tr>
<td>Doctoral</td>
<td>43</td>
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</tbody>
</table>

#### Laboratory Contact Hours

<table>
<thead>
<tr>
<th>Laboratory Contact Hours</th>
<th>Total: 501.6</th>
</tr>
</thead>
</table>

### CURRENT (Semester Credit Hours)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Undergrad</th>
<th>Masters</th>
<th>Doctoral</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
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<td>383</td>
<td>347</td>
<td>14,010</td>
</tr>
<tr>
<td>Science</td>
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<td>0</td>
<td>1,623</td>
</tr>
<tr>
<td>Teacher Education</td>
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<td>0</td>
<td>240</td>
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<tr>
<td>CUSTOM</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>CUSTOM</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>15,143</td>
<td>383</td>
<td>347</td>
<td>15,873</td>
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### OFFICE space

#### DATA ENTRY

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<thead>
<tr>
<th>Type</th>
<th>Standard</th>
<th>Average Standard</th>
<th>Existing</th>
<th>Current</th>
<th>Rm Count</th>
<th>Hybrid* Standard per office</th>
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<td>Administrator-1</td>
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<td>0</td>
<td>0</td>
<td>240.0</td>
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<td>171.7</td>
<td>515</td>
<td>3</td>
<td>180.0</td>
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<tr>
<td>Faculty-1</td>
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<td>133.3</td>
<td>5,197</td>
<td>39</td>
<td>140.0</td>
</tr>
<tr>
<td>Faculty-2</td>
<td>140</td>
<td>140.0</td>
<td>0.0</td>
<td>0</td>
<td>0</td>
<td>140.0</td>
</tr>
<tr>
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<td>140.0</td>
<td>700</td>
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<td>110.0</td>
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<td>60.0</td>
<td>60.0</td>
<td>0</td>
<td>0</td>
<td>60.0</td>
</tr>
<tr>
<td>Grad Asst NonTeaching</td>
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<td>97.1</td>
<td>97.1</td>
<td>2,913</td>
<td>10</td>
<td>97.1</td>
</tr>
<tr>
<td>Grad Asst Research</td>
<td>60</td>
<td>60.0</td>
<td>60.0</td>
<td>0</td>
<td>0</td>
<td>60.0</td>
</tr>
<tr>
<td>Research Asst</td>
<td>60</td>
<td>60.0</td>
<td>60.0</td>
<td>0</td>
<td>0</td>
<td>60.0</td>
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<tr>
<td>Student Staff</td>
<td>30</td>
<td>30.0</td>
<td>30.0</td>
<td>0</td>
<td>0</td>
<td>30.0</td>
</tr>
<tr>
<td>Other</td>
<td>65</td>
<td>65.0</td>
<td>65.0</td>
<td>0</td>
<td>0</td>
<td>65.0</td>
</tr>
</tbody>
</table>

*Maximum of Standard and Average. For other standard, use direct entry
### Special Use Space

#### Psychology

<table>
<thead>
<tr>
<th>Current</th>
<th>65</th>
<th>134</th>
<th>8,699</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty &amp; Staff Headcount x Area per Faculty/Staff = Total Area</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PROJECTED SPECIAL USE NEEDS**

- **Additional Needs**: 14,000 Additional

**TOTAL NEED**

- **22,699 Square Feet**

<table>
<thead>
<tr>
<th>TYPE OF SPACE</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Facilities Svc: Consultation &amp; Testing Rm</td>
<td>10,000</td>
</tr>
<tr>
<td>Animal Quarters/Animal Quarters Care</td>
<td>2,500</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>1,500</td>
</tr>
</tbody>
</table>

**Listing of specialized spaces not currently on the facilities inventory, but required to accomplish the departmental mission.**

Excludes: Office, Office Service, Conference Rooms, Research & Teaching Laboratories spaces which will be projected elsewhere in the space needs assessment study.
1. Eight additional faculty are in the process of being hired
   *directly add 8 additional faculty to office headcount
   *adjust the Teaching/Research FTE at the same proportions as original

<table>
<thead>
<tr>
<th>Faculty Headcount</th>
<th>Teaching</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>22.00</td>
<td>20.30</td>
</tr>
<tr>
<td>FTE/total Hdct</td>
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   Assume new faculty at same Instruction/Research Split as initial data

2. Dec '09 Special Use Needs reflects existing inventory, not need
   *delete all special use
   *add Special Use:

   - Clinical Facilities Svc: Consultation & Testing Rm 10,000
   - Animal Quarters/Animal Quarters Care 2,500
   - Academic Advising: reception, workstation & storage 1,500

   Total Additional Special Use Need 14,000

Source: 12/17/2009 Memo from Leslie Morey, Psychology Dept head
Appendix E

Placement of Doctoral Graduates, 2005-2009
<table>
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<tr>
<th>Area</th>
<th>Ph.D. Year</th>
<th>Last Name</th>
<th>First Name</th>
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