# **Academic Program Review**

# **University of New Mexico Department of Psychology**

Submitted by Derek Hamilton, Professor and Chair

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# **Criterion 1. Introductory Section & Background Information**

The section should provide a brief introduction to the Self-Study Report, which includes the following elements:

## **1A: Summary**

The self-study has highlighted several aspects of the department's strength, areas for growth, needs, and vulnerabilities. Our faculty are dedicated and very successful teachers and researchers, and they provide important professional, university, and community service that is aligned well with UNM's mission and vision. The department's undergraduate enrollment has remained steady for 5 years, despite decreases more broadly at UNM during the same time period. We believe this is due, in part, to the popularity of our discipline, the quality of instruction, and the success of our new Accelerated Online Program, which now has 129 majors. The department's courses generate a significant portion of the overall student credit hours at UNM and within the College of Arts and Sciences. Student retention and graduation rates are very good, particularly for our doctoral program. The department could improve in 4-year graduation rate for undergraduate majors (particularly for male students, which comprise about 20% of majors). The faculty are research active and have increased extramural grant funding substnatially. The tenure stream faculty have reduced from 30 during the last APR to 25 now (a 16.6% reduction). A potential vulnerability is the loss of faculty and lack of replacement, that could potentially undermine the delivery of our curriculum to students and de-elevate the status of our research enterprise. Our clinical doctoral program gained a new accreditation and continues to serve ~70 doctoral students each year. Graduate student financial support remains a major concern, as we try to increase stipends without reducing the number of students. Space needs also continue to be a significant concern, as our resources are being outstripped by existing faculty need. Adding new faculty will exacerbate this issue if not addressed. Clinical faculty can also be better supported by addressing the burden created by the distal location of the Psychology Clinic, the department's only space outside Logan Hall, which is over half a mile from the department. Faculty can also be supported better by improving post-award grant support in the department. The challenges facing the department are addressable with appropriate resources, effort, and support. In sum, the department continues to provide an excellent and popular academic experience for undergraduate students. Our doctoral program is also popular and competitive, and produces trainees who are excellent researchers and represent UNM well. By all metrics our faculty are maintaining or improving in the areas of research, teaching, and service despite reductions in numbers. We believe the self-study highlights these observations as well as some of the challenges and vulnerabilities we face as a department.

Regarding departmental activities, we find it useful to begin with a <u>sampling</u> of the more significant departmental policies approved or modified in the department since the last APR to illustrate the kinds of topics we have focused on as a faculty and the actions we have taken.

A sample list of policies organized by topic is presented below (the academic year in which the policy was adopted or modified is indicated in parentheses). Appendix #1 includes the following policies in the order listed.

Curriculum

- Establishment of Diversity/Multicultural Emphasis (2017-18)
- Modification to Undergraduate Outcomes Assessments (2017-18)
- Comprehensive Exam Guidelines (2019-20)
- Distributed Minor revision (2020-21)
- Guidelines for Non-Clinical UNM Graduate Students Who are Seeking Admission to the Clinical Psychology PhD Program (2022-23)

Student support, success, and recruitment

- Modification to Honors Program mentoring model (2018-19)
- Modification to policy on student grievances (2018-19)
- GRE Requirements for Admissions to Ph.D. program waived (2020-21)
- GRE optional, not required for 2021-2022 (2020-21)
- New Academic Integrity Policies for Online Tests (2020-21)
- Teaching Assistant (TA) guidance for graduate student instructors of record (2022-23)

Faculty development, promotion, and evaluation

- Policy on promotion of CASAA Research Faculty (2017-18)
- Modification to Department Standards for Promotion and Tenure (2018-19)
- Policy for Rewarding Productive Researchers (2018-19)
- Faculty Professional Growth Initiative (2019-20)
- Modification to Language Used to Characterize a Faculty Member's Teaching and Scholarly Work (2021-22)
- Guidelines for Refusing Requests for Graduate Admissions (2022-23)

Research

• Policy on participant recruitment (2018-19)

Hiring

• Policy on conflicts of interest in hiring (2018-19)

In spring 2022 the department also adopted a formal <u>Workload Policy</u> pursuant to Article 13 of the Collective Bargaining Agreement (CBA) between United Academics of UNM (UA-UNM) and the University of New Mexico. The CBA applies to Unit 1 members of the faculty Union which includes all tenure-stream faculty, lecturers, and research professors. Workload policies were established independently by each unit at UNM; therefore, it is important to note that workloads differ between departments and the Psychology faculty set the expectations for course-load for Psychology faculty with subsequent approval by UNM administration. The Psychology Workload Policy is a living document and is routinely modified by faculty vote and administrative approval to reflect current practices in the department. The most recent updates were approved in spring 2023 and the current workload policy is provided in Appendix #2.<sup>1</sup>

• <sup>1</sup> We established and routinely modified a variable teaching load policy that was replaced by the departmental workload policy. To avoid confusion, we have not included modifications to the prior variable teaching load policy in this list. This policy also supplanted our policy for Rewarding Productive Researchers as described in section 1E. We provide the most recent version of the Workload Policy which was modified in Spring 2023.

#### **1B: History**

Psychology has been represented in the curriculum at UNM since 1897 and by 1916 had become a department, standing alone from previous organizational relationships with Education and Philosophy. The modern foundations of the department are rooted in the decision of President Tom Popejoy to select Frank Logan as Chair of Psychology, attracting him away from a faculty position at Yale. Popejoy's goal was to transform Psychology into a leading department in the College of Arts and Sciences. Logan's arrival came with a focus on the science of learning and an emphasis on undergraduate education. In fall 1972 the department moved into a new facility (now Logan Hall) which the department still occupies today. The growth of undergraduate and graduate enrollments led to the organization of departmental concentrations in Clinical and Experimental tracks, much as they exist today. In 2007 the department reorganized graduate concentrations and associated areas to ensure that the concentrations were more broadly focused and had some critical mass of faculty and students. The contemporary concentrations and areas are described below.

#### **Clinical Psychology**

Our clinical doctoral program has been accredited by the American Psychological Association (APA) continuously since 1973. For many years we have followed a scientist-practitioner model. Although there has always been importance placed on research, a few of the earlier faculty members appeared to prioritize clinical training. Nonetheless, we applied for acceptance into the Academy of Psychological Clinical Science in 1997. Although we were not accepted into the Academy at that time, many program strengths were noted. Recommendations for improvement included addressing the somewhat disparate goals of the faculty in terms of the program's emphasis and increasing the overall research productivity. By 2003 there had been several notable faculty retirements; individuals who had championed clinical training over the research component of the program. Furthermore, three junior clinical faculty had been hired who had each graduated from doctoral programs in clinical psychology that were members of the Academy. In 2004 the clinical faculty agreed to pursue the goal of establishing a clinical science program. Over time we changed our course content and sequence, enhanced, and re-prioritized our assessment of outcomes (e.g., so that research productivity was better captured), and re-evaluated our clinical training experiences so that they were more in line with the mission of the Academy of Psychological Clinical Science. As was stated in our application to the Academy, "The doctoral program at the University of New Mexico now is designed to first and foremost produce clinical scientists in the discipline of psychology. It is our goal that students graduating from our program will become researchers who make meaningful contributions to understanding, treating, and/or preventing psychological problems. This focus is not meant to intimate that clinical skills are unnecessary. Indeed, we believe that solid, empirically based clinical training is necessary in order to produce skilled clinical researchers. That is, a clinical scientist must have experience and expertise with a particular clinical problem to better conceptualize the phenomenon of interest that is at the heart of their research program. The focus of our clinical training, however, is on researchbased assessment and intervention. Thus, our students are trained to intervene clinically with clients in ways that are derived from and consistent with scientific evidence". Under the directorship of Dr. Elizabeth Yeater, we applied for membership into the Academy of Psychological Clinical Science in Fall 2013. Our site visit was in early 2014, and we were notified of our acceptance into the Academy shortly afterwards. We were re-accredited by APA in 2015 (see Appendix #3) and submitted our re-accreditation materials in December 2020. The site visit occurred recently (May 2023) and we await initial review comments. We were also recently

accredited by the Psychology Clinical Science Accreditation System (PCSAS) in 2021 (see Appendix #4) which has been one of the major goals of the clinical program. Since the last APR four core Clinical faculty have retired (Dougher, McCrady, Yeo) or left UNM (Vowles). Dr. Margo Hurlocker joined the faculty in 2020. Dr. Joshua Grubbs will join the faculty in 2023, with a partial appointment in Psychology (with the remainder at CASAA).

#### **Evolutionary Developmental Psychology**

Evolutionary and Developmental Psychology are listed as separate graduate concentrations, but are combined in a single administrative area within the department. Prior to 2001, the Department of Psychology had a graduate training area referred to as "DPS" - Developmental-Personality-Social. In that year, the faculty agreed to re-focus the area. At the time, we had little representation in the areas of Social Psychology and Personality Psychology. Our most senior member of the area, Richard Harris, had just retired. The work of the remaining social/personality psychologist, Steve Gangestad, was generally inspired by evolutionary perspectives. As well, UNM's Department of Anthropology is one of the leading research anthropology departments in the country, with notable strength in biological/evolutionary anthropology. And the Department of Biology had a very strong evolution and ecology group at the time, with multiple faculty interested in human behavior from an evolutionary perspective. So, we decided to avoid competing with many other excellent graduate programs in social and personality psychology and instead to develop a graduate training program in Evolutionary Psychology; one that could take advantage of strength and ties with other core strengths at UNM. At the same time, we continued to offer training in Developmental Psychology. In 2001, we added Geoffrey Miller as a faculty member who largely works in the area of Evolutionary Psychology, and David Witherington as a Developmental Psychologist. In 2010, Jacob Vigil, who received his degree in Developmental Psychology but largely works with Evolutionary Psychology, joined the faculty. Marco Del Giudice, who works within both Evolutionary Psychology and Developmental Psychology, joined the faculty in 2014, but recently left UNM to return to a position in his home country of Italy. Distinguished Professor Steve Gangestad retired in 2017. Tania Reynolds, whose research focus is in Evolutionary Psychology, joined the faculty as an Assistant Professor in 2020. The Evolution and Development area continues to offer two distinct graduate training tracks, each with its own requirements. Students in Evolutionary Psychology are required to take coursework pertinent to the area offered in other departments, which provides connection with other units at UNM with shared research interests.

#### **Cognition, Brain, and Behavior**

The Cognition, Brain, and Behavior (CBB) Area, which was formed in 2006, brought together three distinct areas historically represented in the department: Cognitive/Learning, Behavioral Neuroscience, and Cognitive Neuroscience. Prior to 2006 each area consisted of 2-4 faculty members (with little overlap) and had distinct course requirements for graduate students. Concerns were raised that this type of structural organization placed limitations on important intellectual interactions between students and faculty across areas and was not sustainable considering the small number of faculty in each area. Thus, the faculty approved the dissolution of the distinct areas and the formation of the CBB Area. Additional major goals of the restructuring were to provide students with a more comprehensive education and to allow students greater flexibility in tailoring course plans to their goals. Initially the CBB Area was comprised of 8 core faculty and 4 affiliated faculty from other concentrations and there were 15 doctoral students. Since the last APR

there have been several changes to the faculty composition. Timothy Goldsmith and Gordon Hodge retired since the last APR and Akaysha Tang left UNM to return to a position in her home country of China. Jeremy Hogeveen joined the faculty in 2018. James Cavanagh, Ben Clark, and Nathan Pentkowski were recently promoted and tenured (2019-2022). Today the area has is home to 9 core faculty and 2 affiliated members from other areas. There are typically 20-25 doctoral students in the CBB area.

# **PROPOSED 2022:** Diversity and Health Data Science Across the Lifespan (Pending Faculty Senate Approval)

In 2022-23 the faculty voted to initiate a new concentration to promote research and instruction at the doctoral level combining topics related to diversity, health, and development. The department previously offered concentrations in Quantitative Psychology and Health Psychology that were dissolved, while minors (emphases) in these topics remained. The proposed concentration will provide an academic home and organization for several core faculty and graduate students. The proposal for the new area can be found in Appendix #5.

#### **Doctoral Emphases**

#### **Health Psychology Emphasis**

Health Psychology was formerly a concentration which was initiated in 2007 and formally dissolved in 2018 due to low graduate student enrollment and the lack of faculty with principal assignments as core faculty (all faculty were primarily in another area in the department). The department maintains a Health Psychology emphasis (minor) and will continue to do so when our new concentration is approved. The overarching focus of the Health Psychology area concerns the interaction between health, illness, and behavior in humans. Graduate coursework includes five core course offerings, with a sixth course on pediatric health psychology planned for the next year (as well as several supplementary courses). The primary undergraduate course, PSY 280 (Health Psychology), is currently offered in two sections, allowing up to 300 undergraduate students access a wide range of topics such as social psychology of health promotion, health disparities, depression and anxiety in medical settings, and research methods. Five faculty currently contribute to this emphasis (Erickson, Hurlocker, S. Smith, Verney, and Vigil). Dr. Hurlocker, primarily in Clinical, joined the faculty in 2020.

#### **Quantitative Psychology Emphasis**

Partly in response to a prior APR in 2010, the department decided to no longer admit new students directly into the Quantitative Area concentration. This decision was due to the recognition that the concentration was not viable as a stand-alone area, given the lack of faculty who were conducting quantitative methods research. The final graduate student enrolled in the Quantitative doctoral program graduated in 2019. The current focus has been on developing an emphasis (minor) in Quantitative Methodology that is open to students pursuing a Ph.D. in all areas of psychology. In 2013 the formal paperwork to add the emphasis was submitted. The purpose of this emphasis is to provide specialized training in the application of quantitative methodology to the study of psychological processes and human behavior. Since the last APR, three faculty associated with the Quantitative emphasis have retired (Goldsmith, Gangestad, Delaney) and one (Del Giudice)

has left UNM. Davood Tofighi, whose primary research focus is in Quantitative Psychology joined the faculty in 2017.

#### **Diversity/Multicultural Emphasis**

The Diversity/Multicultural Emphasis was approved by the faculty in 2017. It includes one core course required of all students (PSY 508 Psychological Research with Diverse Populations). The emphasis can be completed by Clinical or Experimental students with distinct elective requirements. The emphasis will remain in the catalog following approval of the new concentration, to serve students who wish to complete a minor.

#### **1C: Organizational Structure**

There are two Associate Chairs whose duties are focused on Undergraduate Education and Graduate Education, respectively. Each concentration and emphasis are headed by a tenured faculty member. Area Heads for concentrations draft initial course assignments for area faculty, coordinate faculty discussions of policy matters, and perform annual evaluations of graduate student progress. The organizational structure of departmental faculty is below.



The organizational structure of departmental staff is below.



# Staff Organization Chart – 2023-2024



**1D: Accreditation** *Information regarding specialized/external program accreditation(s)* associated with the unit, including a summary of findings from the last review, if applicable. If not applicable, indicate that the unit does not have any specialized/external program accreditation(s).

The Clinical Doctoral program in Psychology is accredited by the American Psychological Association (APA) and by the Psychology Clinical Science Accreditation System (PCSAS). The latter is a new accreditation received since the last APR. Accreditation letters a provided in Appendix #3 (APA) and Appendix #4 (PCSAS).

The last completed APA accreditation review was performed in 2013 and predates the last APR (2016). Our APA accreditation renewal application was due and submitted in December 2020, however, the site visit did not occur until May 2023 due to the impact of the pandemic. The APA accreditation review process is iterative and the initial review comments are still pending as of August 1, 2023, and were not available to summarize for inclusion in the APR. We believe that the site visit went well and anticipate positive reviews and re-accreditation to be granted within the next 6-8 months.

PCSAS provides accreditation to exemplary Clinical Psychology Doctoral Programs that engage in the highest training in science and clinical application training. To become PCSAS accredited, programs must show exceptional training in both science and practice, emphasize the integration of both, and produce graduates who engage in clinical science broadly defined, including making "significant contributions to advancing, disseminating, and applying scientific knowledge regarding the nature, origins, prediction, assessment, prevention, and amelioration of psychopathology and health-compromising behaviors."

PCSAS accreditation in available only to programs that grant a Ph.D. in a non-profit researchintensive university. Programs must describe themselves as one that is intent on preparing students to engage in clinical science broadly defined upon graduation, including activities such as research, teaching, clinical supervision, clinical application, dissemination of science, program development and implementation, and public policy. To obtain PCSAS accreditation at least 50% of graduates over the prior 10 years must be operating in their current employment positions as clinical scientists.

UNM was the 44<sup>th</sup> of 46 programs currently accredited by PCSAS. PCSAS programs are among the best Ph.D. Clinical Psychology Programs in the US (e.g., Harvard, Yale, Boston University, and University of Missouri – see pcsas.org for a complete list of accredited programs). This accreditation is noteworthy, as there are over 300 programs accredited by APA that produce graduates who are eligible to practice once licensed. Thus, UNM is among a very small subset of programs that has received this very prestigious accreditation (see pcsas.org for further information on the accreditation standards and process).

Our accreditation through PCSAS is valid for 10 years (we must reapply by September 1, 2030), at which time, the Clinical Ph.D. Program will be required to reapply and produce a self-study, including summarizing graduate clinical science outcomes for the prior 10 years.

The complete highlights of the PCSAS review can be found in the accreditation letter (Appendix #4). We provide the summation paragraph from the PCSAS review here:

In summary, this is a high-quality program reflecting first-rate clinical science faculty in a first-rate department, excellent students, and a clinical science training model that is well implemented. The PCSAS Review Committee judged the University of New Mexico Doctoral Program in Clinical Psychology to be a strong one that meets and exceeds PCSAS's high standards for accreditation. The program, department, and university have well-earned this special designation. PCSAS is proud to add the University of New Mexico to its distinguished roster of accredited clinical science programs.

#### **1E: Previous APR**

The last APR was completed in 2016. The findings from the review team identified eight areas including

- 1. space resources for the instructional and research missions of the department
- 2. financial support for doctoral students
- 3. faculty vulnerability
- 4. interactions with other units at UNM
- 5. doctoral concentrations
- 6. visibility of the department
- 7. clinical supervision in the doctoral program
- 8. time to completion in the doctoral program

The actions taken by the department since the last APR occurred in the context of several significant events. Of course, all universities were impacted by COVID and the significant modifications to instruction and research during various phases of the pandemic response. This time was also occasioned by a change in departmental leadership with Dr. Derek Hamilton becoming Chair in Fall 2020, following a 12-year term by Dr. Jane Ellen Smith. Dean Mark Peceny's term of 10 years ended in 2021, and there have been two interim Deans from June 2021 - August 2023. A new Dean, Jennifer Malat, will began her term as Dean on August 21, 2023. Since the last APR there were three significant reductions in funding sources for the department from the college that occurred since the last APR directly related to instruction, operating expenses, and graduate student funding which are described more fully in Criterion 8. Fortunately, Psychology generates revenue from our Accelerated Online Program (see Criteria 2 and 8) which has allowed us to backfill significant budget gaps left by these cuts, address facility needs, and promote academic activities of our students and faculty. The faculty at UNM voted to unionize and the formal collective bargaining agreement was finalized and took effect in 2021. This impacted a number of departmental policies related to workload, expectations, and merit-based "rewarding" of faculty. It also required that the department establish a formal workload policy aligned with the requirements of the collective bargaining agreement. Within the context of these events the department attempted to address the items comprising the action plan from the last APR.

1. Space resources for the instructional and research missions of the department

During the last APR the review team highlighted the limitations that current space resources place on the research and instructional missions of the department, and on the growth of the faculty and graduate students. In brief, there have been no significant successes to report regarding progress on space issues raised in the APR. We have submitted minor and major capital improvement requests when prompted. The inadequacy of our Psychology Clinic, a central component of our Clinical doctoral program, has been a significant issue predating the last APR. Each year we have highlighted this need to College and Provost leadership, but a solution to our needs has not been identified. We have recently allocated financial resources from AOP revenue to conduct a feasibility study to identify a location more proximal to the department.

2. Financial support for doctoral students

We have steadily increased graduate student funding each year, with the exception of last year. The graduate students of UNM unionized and we were not allowed to include programmed raises while collective bargaining agreement negotiations were ongoing. We recognize that our stipends are still not competitive, and we increased stipends again this year while negotiations regarding additional raises are ongoing. Our funding for graduate and teaching assistantships from UNM was reduced. We have increased our stipends by backfilling the budget gap and supplementation using revenue generated through our AOP instruction. Stipends in 2023-24 exceed \$19,000 and have increased ~20% since the last APR, with the largest increases over the past 2 years.

The following table shows graduate students for pre- and post-Master's students at 0.5 FTE for a 9-month academic year contract (Fall+Spring).

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Pre-Master	\$14,907	\$14,907	\$15,907	\$15,907	\$16,150	\$17,280	\$18,000
Post-Master	\$16,198	\$16,198	\$17,198	\$17,198	\$17,460	\$18,684	\$19,440

3. Vulnerability of faculty

We developed a policy that rewarded four faculty each year based on research productivity, which included options to have a funded RA, financial incentive of \$2500, or a course release. The impact of budget cuts and the requirement to formalize compensation in our workload policy led us to cease this approach and replace it with an alternative approach that greatly increases the number of faculty who are rewarded for high research productivity. The workload policy includes the awarding of 0.5 fractional course releases to faculty ranked 1-8 in research, and 0.25 releases to faculty ranked 9-16. These can be accrued to reduce teaching load. While there is no financial incentive in this approach, more faculty benefit from this approach. In the previous variant, only four faculty could benefit, and provisions were included to ensure that the same faculty were not always receiving the benefits of the policy. The revised approach is new, and we have only been using it for 1 year, so the long-term impact is unknown.

We successfully retained two faculty through counteroffers. The three tenure-stream faculty who left UNM did not seek counteroffers and cited personal reasons not related to compensation as significant factors in their decisions. Nonetheless, the potential for our faculty to be recruited away from UNM remains a significant concern.

4. Interactions with other units at UNM

Faculty noted significant concerns regarding perceived barriers and unfair practices in collaborations with departments in UNM Health Sciences Center. Principal among these was the lack of F&A sharing across campus for main campus faculty whose salaries generated the funds. After many years of opposition from UNM HSC research leadership, an agreement was reached in 2019 to send some funds to main campus (through the Office of Research and College) back to units. The Chair has directed fiscal staff to return 100% of funds sent to the department to the individual PIs.

5. Doctoral concentrations

Health and Quantitative concentrations were dissolved. The Department has proposed a new area that combines these topics with others, including, diversity and lifespan approaches, we believe will provide sufficient numbers of faculty and students, which was the major concern prompting the dissolution of the concentrations. It was also suggested that the department build upon the unique expertise, specifically around diversity and multicultural issues. The department began a new Diversity/Multicultural emphasis, proposed a new concentration, and prioritized hiring in the area of Multicultural Psychology. 6. Visibility of the department

We increased our social media presence (Facebook, Twitter, Instagram) and post routinely to highlight departmental activities and successes of the faculty, students, and staff. We also encouraged faculty to setup and maintain publicly accessible pages such as Google Scholar, and all but one tenure stream faculty members now have Google Scholar pages (see Appendix #6).

The pandemic increased normalized meetings and colloquia conducted remotely, which provided us with greater opportunity to invite external speakers. Of course, this also limited the types of one-on-one interactions enjoyed with an in-person visit, but we did see an increase in the number and frequency of external speakers. A complete list of departmental colloquia for 2017-22 is provided in Appendix #7.

7. Clinical supervision in the doctoral program

The department developed a procedure by which Clinical faculty would account for clinical supervision hours and receive course releases. This approach was formalized in departmental workload policy, which specifies that clinical supervision is not an expected component of faculty workload, and that faculty will be compensated for clinical supervision activities though the accrual of fractional course releases.

8. Time to completion in the doctoral program

In the last APR, time to completion for the doctoral program was noted as a being significantly higher than peers. At the time, the department indicated we would revisit and discuss the Master's requirement and alternatives to the dissertation project (e.g., published papers versus a traditional document). Ultimately those discussions were not extensive, and we did not make changes to the program requirements. We are, however, pleased to report that average time to completion for 2018-2022 was 6.63 years, which represents a decrease of  $\sim 0.67$  years compared to the previous 5-year period. The decrease was 0.35 years for Experimental students (down to 7.1 from 7.45 years). The decrease was 0.52 years for Clinical students (down to 6.64 from 7.16 years). While we did not make changes to the program requirements, we did begin to be more proactive in intervening with students who were not progressing toward meeting departmental milestones in a timely manner. Although we have always provided guidance in annual reviews, over the past 5 years we have been more systematic and proactive in implementing contingency plans for students who fall behind on milestones. The Clinical program also accelerated the recommended timeline for milestone completion by one semester.

## **1F: Vision & Mission**

# STATEMENT OF MISSION

\*Approved by Psychology Department Faculty on 3/22/13

The mission of the Department of Psychology is to discover and disseminate knowledge about psychological science. The Department shares with other science departments a commitment to basic and applied empirical research. Key values underlying the Department's mission include: a commitment to ethical conduct; the importance of a supportive scholarly environment; respect for a variety of theoretical and empirical approaches; the embracing of human diversity; a commitment to active engagement with the wider professional communities of psychologists; and the importance of applying scientific knowledge to decrease human suffering and enhance positive functioning.

The mission of the UNM Department of Psychology embraces goals in teaching, research and scholarship, and service:

## Teaching

- Encourage and support effective teaching in communicating psychology to undergraduates both as an area of major study and as a critical part of a liberal arts education
- Enable students to understand psychology in the context of human diversity
- Engage students at all levels in scholarly activities, thereby infusing scientific study and practice into their education
- Ensure that graduate students in all areas are well trained in methodology and ethics appropriate for their effective functioning as researchers and professionals
- Train graduate students in the application of psychological knowledge to clinical and other professional settings

# **Research and Scholarship**

- Promote a scientific approach to the study of psychology
- Foster excellence in research and scholarship
- Foster active research programs within the Department as well as interdisciplinary collaborations with colleagues in other academic units within UNM and outside the University
- Participate in the larger scientific community to disseminate knowledge and engage in scholarly dialogue

#### Service

• Be actively involved in service to the university, the community, the state, and the profession

The activities of the Department of Psychology fit well with UNM's statement of Vision, Mission, and Values (<u>https://opportunity.unm.edu/vision/</u>) in several respects. UNM's Vision statement, "Be a global leader in realizing human potential, addressing critical community challenges, and demonstrating the power of inclusive diversity", includes multiple factors that our research, instructional activities, and service activities align with.

#### UNM's Mission states:

As the state's premier institution of higher learning and provider of health care, The University of New Mexico promotes discovery, generates intellectual and cultural contributions, honors academic values, and fosters an educated, healthy, and economically vigorous New Mexico.

Our faculty teach, research, and perform service in areas that represent some of the biggest challenges in our society. Some examples include the research of faculty and graduate students on health and health inequities, addictions, mental health, neurodegenerative disorders, and research with diverse populations. For each of these research domains, faculty and students are involved in service activities professionally and in the community, and our faculty educate students at undergraduate and graduate levels in these domains.

Graduates of our doctoral program go on to become faculty members at other universities where they contribute to the creation of new knowledge regarding psychology and the development of theory, or work in the private sector implementing principles of psychology. Clinical graduates also contribute to the delivery of clinical services to the population, with a significant concentration in the state of New Mexico. Our Basics in Addiction Counseling program contributes to the wellbeing of individuals experiencing substance use issues, which is a problem of major significance and magnitude in our state and beyond. Our undergraduate students go on to graduate school or contribute to society through work with government or private sector companies. Overall, our department prepares students to contribute to meeting some of our society's greatest needs.

# **Criterion 2. Teaching & Learning: Curriculum**

# 2A: Curricula

A complete listing of Psychology courses offered at the undergraduate and graduate levels is provided in Appendix #8.

## **Undergraduate**

The Department of Psychology offers B.A. and B.S. degrees at the undergraduate level. Complete descriptions of the B.A. and B.S. curriculum and advisement road maps and checklists can be found in Appendix #9.

The curriculum for our B.A. and B.S. Psychology degrees provides students with a variety of learning experiences designed to promote their understanding and appreciation of the following core principles in psychology (adapted from *APA Guidelines for the Undergraduate Psychology Major Version 3.0*, 2022):

- Psychological science relies on empirical evidence and adapts as new data emerges.
- Psychological science explains general principles that govern behavior while recognizing individual differences.
- Psychological, biological, social, and cultural factors influence behavior and mental processes.
- Psychological science values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
- Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
- Applying psychological principles can change our lives, organizations, and communities in positive ways.
- Ethical principles guide psychological science research and practice.

Our B.A. and B.S degree programs positively impact students by providing them with workplace skills needed in modern society, in addition to equipping them with the knowledge, skills, and abilities that will allow them to enhance their personal lives and the lives of others.

# **B.A. Psychology Degree Curriculum**

B.A. students at UNM must fulfill the following general requirements:

- Complete a minimum of 120 credit hours including 31 credit hours distributed across seven areas to complete the UNM General Education Curriculum; students may transfer course work from other accredited institutions to fulfill these requirements
- Complete the U.S. and Global Diversity and Inclusion requirement (3 credit hours)
- B.A. degree students must declare a minor

Psychology program-specific components of the B.A. degree include the following requirements:

- Complete 36 credit hours\* in psychology with a grade of C or better (limit 6 hours of PSYC 499 Independent Study)
- 18 credit hours in psychology must be taken at UNM to satisfy residency requirement
- Complete the following required core courses in psychology (9 credit hours)
  - PSYC 1110 Introduction to Psychology (satisfies the New Mexico General Education Curriculum Area 4: Social and Behavioral Sciences requirement for all UNM students)
  - PSYC 2510 Statistical Principles (prerequisite PSY 1110)
  - o PSYC 302 Psychological Research Techniques (prerequisite PSYC 2510)
- Complete four lower-division courses (12 credit hours) from among the following:
  - PSYC 2120 Developmental Psychology
  - o PSYC 2250 Brain & Behavior
  - PSYC 2270 Learning & Memory
  - PSYC 2220 Cognitive Psychology
  - PSYC 2110 Social Psychology
  - o PSYC 2320 Health Psychology
- Complete four upper-division courses (12 credit hours) from among any psychology courses offered at the 300- or 400-level
- Complete one psychology elective course at the 2000, 300, or 400 level (3 credit hours) *OR* complete one 300- or 400-level psychology lab (2-3 credit hours); \* Note: Students that opt for a 2-credit hour 300- or 400-level psychology lab are only required to complete 35 instead of 36 credit hours in psychology

#### **B.S. Psychology Degree Curriculum**

The principal difference between the B.S. and B.A. degrees is that the B.S. requires a minor in or a distributed minor from among the following disciplines: Biology, Chemistry, Computer Science, Mathematics, Physics, Statistics, Anthropology, Biological Anthropology, or Human Evolutionary Ecology. The B.S. degree also requires a 1-credit hour upper-division (300- or 400-level) Psychology lab. Otherwise, students in the B.S degree program must meet the same Psychology program-specific requirements listed for the B.A. program above.

#### Accelerated Online Program (AOP) B.A. Degree Curriculum

In fall 2017, the Department of Psychology launched a new fully online Accelerated Online Program (AOP) B.A. degree completion program in Psychology. The Psychology AOP program is designed for students who have completed an associate degree or have at least 60-70 transferable college-level credit hours from another institution, with the goal of increasing access and reducing time to degree completion. Each course included in the Psychology AOP program undergoes a rigorous peer-review process coordinated by UNM Online, which certifies the course only after it meets the standards endorsed by *Quality Matters* (a nationally recognized rubric for best practices in online education). Psychology AOP courses follow an 8-week format, which allows for a reduced time to degree completion compared to the conventional 16-week, semester-long course format. Psychology AOP courses are offered on a cyclical basis following a schedule designed to streamline student degree progress (see Appendix #10). Students in the Psychology AOP B.A. degree program must meet the same Psychology program-specific requirements listed for the B.A.

program above. For <u>all</u> AOP course sections we offer a parallel non-AOP section available to all eligible UNM students. Originally, pairing of non-AOP sections was done to ensure sufficient enrollment, with a plan to phase out these sections once AOP sections consistently met enrollment. Both sections easily and consistently exceed minimum enrollment criteria by 2021, however, the pandemic-related move to online instruction, and the recognition that non-AOP sections are likely assisting our non-AOP-enrolled students graduate has motivated us to maintain these sections. We note that all courses are also available as face-to-face courses at least once in an academic year as part of our regular curriculum, and the presence of non-AOP sections does not appear to be impacting face-to-face enrollments.

The Psychology AOP curriculum is characterized by many distinguishing features that make it an attractive option for a diverse student population. For example, the department guarantees that Psychology AOP students will not be excluded from any Psychology AOP course, provided they meet the course's prerequisite requirements. In contrast to other online degree programs in Psychology, the Psychology AOP curriculum was developed by and is taught exclusively by regular faculty members in the UNM Psychology Department (i.e., Psychology AOP courses are not taught by part-time or adjunct instructors). See section 4.E. for information related to support services for students enrolled in the Psychology AOP degree program.

Course No. and Name	Credit Hours
PSYC 1110 Introduction to Psychology *	3
PSYC 2510 Statistical Principles	3
PSYC 2110 Social Psychology	3
PSYC 2120 Developmental Psychology	3
PSYC 2220 Cognitive Psychology	3
PSYC 2250 Brain and Behavior	3
PSYC 2270 Psychology of Learning and Memory	3
PSYC 2320 Health Psychology	3
PSYC 302 Psychological Research Techniques	3
PSYC 331 Psychology of Personality	3
PSYC 332 Abnormal Behavior	3
PSYC 344 Human Neuropsychology	3
PSYC 347 Drugs and Behavior	3
PSYC 374 Cultural Psychology **	3
PSYC 430 Alcoholism	3
PSYC 440 Neuroscience of Sleep and Dreams	3
PSYC 443 Psychobiology of Emotion	3
PSYC 454 Positive Psychology	3

Below is a listing of the courses currently offered in the Psychology AOP program:

\* PSYC 1110 Introduction to Psychology satisfies the New Mexico General Education Curriculum Area 4: Social and Behavioral Sciences requirement for all UNM students.

# \*\* PSYC 374 Cultural Psychology satisfies UNM's U.S. & Global Diversity & Inclusion undergraduate requirement.

# General Education Component of the B.A., B.S., and Accelerated Online B.A. Programs

PSYC 1110 Introduction to Psychology is the one general education core course offered by our department. PSYC 1110 enrolls more students (Psychology Majors and non-majors) than most other general education courses offered at UNM, such that this course makes a significant contribution to the University's general education teaching mission.

# Psychology Department Curriculum Cross-Listings with Other Departments

The table below shows a listing of Psychology courses that are cross listed in other departments, along with the course's designation as a pre-requisite or required course for those departments.

Psychology Department Course	Departments with Cross-Listed Offering	
PSYC 1110 Introduction to Psychology	chology BS Nursing (required)	
	Associate Degree in Nursing (required)	
	Associate Degree in Studio Art in Game Design	
	(required)	
	Associate Degree in Digital Media Arts (required)	
	Associate Degree in Health Education (required)	
	UNM Core (required)	
	BS in Emergency Medical Services (required)	
	BM in Music, String Pedagogy Concentration	
	(required)	
	BME in Music Education (required)	
PSYC 2120 Developmental Psychology	Associate Degree in Nursing (required)	
	BM in Music, String Pedagogy Concentration	
	(required)	
	BME in Music Education (required)	
	Pre-Occupational Therapy (pre-requisite) or PSY	
	200 Statistical Principles (pre-requisite)	
PSYC 332-Abnormal Behavior	Pre-Occupational Therapy (pre-requisite)	

# **Basics in Addiction Counseling (BAC)**

Students may also complete the undergraduate degree (B.A. or B.S.) with a concentration in Basics in Addiction Counseling (BAC). The Basics in Addiction Counseling (BAC) concentration is designed for a select group of undergraduate Psychology majors who are interested in a career in the alcohol/drug counseling field. In addition to the standard Psychology major requirements, the BAC concentration involves a series of specialized addiction courses, as well as a multi-semester field placement at a substance abuse agency. Students admitted to the BAC concentration must have completed all coursework requirements to become a Licensed Substance Abuse Associate (LSAA) and/or Licensed Alcohol/Drug Abuse Counselor (LADAC). See Appendix #9 for a description of the program and course of studies.

#### **Psychology Honors Program**

Superior sophomore students, especially those anticipating graduate study in psychology or interested in research training, are invited to apply for admission to the Undergraduate Psychology Honors Program to begin in the Fall semester of the junior year. Students participating in this program are eligible to graduate with departmental honors if recommended by the faculty on the basis of outstanding performance.

The Psychology Honors program requires 33 credit hours beyond 3 credit hours of general psychology, including PSYC 2510, 302, 391, 392, 491, 492 and four courses from the six 2000-level core courses. The usual requirement of an upper-division laboratory for B.S. majors is waived for honors majors.

NOTE: Students enrolling in PSYC 391, Junior Honors Seminar, must have taken PSYC 2510 and either PSYC 2270 or 2220 as prerequisites and PSYC 302 as a prerequisite or corequisite.

#### **Graduate Program**

The graduate program in Psychology offers doctoral degrees with three concentrations:

- Clinical Psychology
- Cognition, Brain, and Behavior
- Evolutionary Psychology
- Developmental Psychology

A new concentration, *Diversity and Health Data Science Across the Lifespan* was proposed in 2022 and is pending final approval of the Faculty Senate. The proposal for the new area is included in Appendix #5

Students may also complete emphases in three topic areas:

- Diversity and Multicultural Psychology
- Health Psychology \*
- Quantitative Psychology \*

\* Previously a concentration in the Department of Psychology. Concentrations that were eliminated and reconstituted as emphases (rationale described in Criterion 1).

<u>From our Graduate Handbook</u>: Students should plan a course of studies in consultation with their Faculty Mentor or specific Area Head and in accordance with the requirements listed within these guidelines. Although there are clear recommendations and guidelines for taking certain courses, there is also flexibility in how students choose to meet departmental requirements and progress toward their degree. It is ultimately the student's responsibility to fulfill these requirements in a timely and appropriate fashion. Core Curriculum Requirements Although the following courses apply to all students, if you are entering with prior coursework or expertise, you may already have fulfilled certain of these course requirements. In such cases, they may be waived. Consult your Faculty Mentor, the appropriate Area Head, and specific course instructors to determine if this is an appropriate course of action

First Year Required Core Courses (all students) Fall Term of First Year

- PSY 501 Advanced Statistics (3 cr.)
- PSY 503L Advanced Statistics Lab (1 cr.)
- PSY 505 Research Seminar (2 cr.)
- PSY 551 Graduate Problems (3 cr.)

Spring Term of First Year

- PSY 502 Design and Analysis of Experiments (3 cr.)
- PSY 504L Design and Analysis of Experiments Lab (1 cr.)

• PSY 551 Graduate Problems (3 cr.) Second Year Required Core Course (all students) Spring Term of Second Year

• PSY 507 Seminar: Teaching Mentorship (2 cr.)

In our admissions procedures we give special consideration to each applicant's undergraduate coursework preparation for these core courses. Nevertheless, if you have not had a strong background in any of these areas, you should speak with your Faculty Mentor or course instructor(s). With special advance arrangement, it is possible first to take background or remedial coursework in order to strengthen preparation for these graduate courses.

All first-year students are required to enroll in a two-hour research seminar (PSY 505) during the fall semester. The purpose of the seminar is to facilitate research involvement by introducing students to the various kinds of research activities in the department, and by giving them an opportunity to practice presenting and discussing research ideas. The seminar also is used to provide an introduction to the ethical conducting of research. All first-year students are required to begin their involvement in research activities, normally in association with their Faculty Mentor. Students should enroll in 3 credit hours of PSY 551 Graduate Problems in the fall and spring semesters of their first year with their Faculty Mentor and participate on that faculty member's ongoing research team. Beginning with the fall term of their second year, students should register for PSY 599 Thesis hours with their mentor. Students must continue to register in PSY 599 until their thesis has been successfully defended. Clinical students will begin PSY 599 in the spring of their first year. Breadth Requirement To ensure a breadth of training all students are required to complete a 12-credit hour breadth requirement (generally four graduate courses). Students should speak to their Faculty Mentor or appropriate Area Head to discuss their selection of courses to satisfy the Breadth Requirement. These courses can be taken within the department or in another department; however, they must be scholarly in nature and may not be within the student's specialty area/concentration. The Discipline Specific Knowledge (DSK) courses that Clinical students must take (see Clinical concentration below) will count toward and may satisfy the department's 12-hour breadth requirement. Areas of Specialty-Concentrations and Emphases To ensure competence within your specialty area, each student is required to complete certain courses within his or her concentration. Within each concentration, the Area Heads and their faculty have developed specific course requirements. These course requirements must be completed in addition to the core courses and the courses used to fulfill the breadth requirement.

#### **Master's Degree Requirements**

Every Psychology Graduate student is required to earn a Master's degree *en route* to the doctorate. The Master's degree programs in the Psychology Department are typically completed under Plan I.

**Plan I Requirements** 

- A minimum of 24 hours of course work, with a minimum of 15 hours in the major field.
- A minimum of 6 hours of 500-level course work.
- A maximum of 6 hours in "problems" courses and a maximum of 5 hours of workshop credit. Six hours of Thesis (599) credit.
- Completion and defense of a master's thesis.

Each candidate for a Master's degree under the Plan I program must submit a thesis that demonstrates evidence of the ability to do sound research. Occasionally when the student's training is terminated near the completion of the Master's Degree, a "terminal" Master's degree may be awarded.

#### **Doctoral Degree Requirements**

**General Requirements** 

• A minimum of 48 hours of graduate credit course work (certain graduate programs require more hours).

• Must be enrolled in at least one hour of graduate credit in the semester in which the doctoral comprehensive examination is taken.

• At least 24 hours of graduate credit course work must be completed at the University of New Mexico.

• At least 18 hours graduate credit course work must be completed at the University of New Mexico after successful completion of the thesis.

• At least 18 hours of graduate credit course work must be earned in University of New Mexico courses numbered 500 or above.

• No more than 6 credit hours of course work in which a grade of C (2.0), C+ (2.33) or CR (grading option selected by student) was earned may be credited toward a graduate degree. Courses offered only on a CR/NC basis and required by the graduate program are excluded from this limitation. (See Grade Requirements for Graduation policy.)

• No more than 50% of the required course credits at the University of New Mexico may be taken with a single faculty member. (Course work that has been completed for the master's degree is included in this limit.)

- A successfully completed Comprehensive Examination.
- An approved Application for Candidacy.
- An approved Dissertation Proposal.
- A minimum of 18 hours of dissertation credits (699) is required for the doctorate.

• Doctoral candidates must be enrolled the semester in which they complete degree requirements, including the summer session.

#### **2B: Mode of Delivery**

The Department primarily delivers courses in face-to-face and online formats. We have decided to present data from the two most recent academic years (fall 2021-spring 2023), as we shifted to almost exclusively remote instruction during the spring 2020 semester and the 2020-21 academic year. The Department does not routinely offer courses in hybrid or other modalities. Of course, problems courses (undergraduate and graduate), thesis, and dissertation hours are considered arranged with the professor and are not included here. The number of section offerings for each modality over the past 4 semesters are shown in the tables below. Please note that we also list sections for our Accelerated Online Program (AOP) separately.

Undergrade Low	er Division (1000-2000	))	
Semester	Face-to-face	Online	AOP
Fall 2021	15	11	5
Spring 2022	13	10	5
Fall 2022	11	8	4
Spring 2023	12	9	6
Undergrade Uppe	er Division (300-400)		
Semester	Face-to-face	Online	AOP
Fall 2021	28	25	4
Spring 2022	34	19	5
Fall 2022	30	23	6
Spring 2023	28	20	4

<u>Graduate (500-600)</u>			
Semester	Face-to-face	<b>Online</b>	
Fall 2021	21	2	
Spring 2022	21	1	
Fall 2022	19	0	
Spring 2023	18	2	

Our undergraduate sections are offered in roughly equal proportions of face-to-face and online sections (not counting AOP sections). We recognize that this is far from the ideal proportion of 85% face-to-face communicated in the Provost's memo regarding scheduling in spring 2022, however, we also note that our internal analyses indicate that failure and withdrawal rate is not substantially worse in online lower courses. In fact, the rate is slightly lower. In addition to carefully monitoring failure and withdrawal rates, the Chair has committed to ensuring that every lower-division course has at least one face-to-face section to give students the option of attending face-to-face if they wish.

# **Criterion 3. Teaching & Learning: Assessment**

#### **3A: Assessment Plans** GRADUATE

The learning outcomes for the psychology PhD degree align well with the three major student learning goals of UNM: knowledge, skills, and responsibility. Students acquire knowledge of the scientific method as it applies to the study of individual human behavior including the body of empirical and theoretical knowledge in their specialty area. They acquire skills in written and oral communication and designing and analyzing scientific studies. Psychology doctoral students also exhibit responsibility by becoming competent in diverse and multicultural settings and knowing how to reason ethically in professional settings.

The end-of-the-year student evaluations (SLO6) are collected in April of each year and the relevant data are entered into a database and reported. The student master's thesis exam results (SLO 1-4), dissertation defense results (SLO1-4), teaching evaluations (SLO7) and comprehensive exams (SLO5) are collected throughout the year and added to the database. Online polling (indirect measure) of recent (past 10 years) graduates occurs each spring. An outcomes assessment report is written summarizing graduate student performance during the previous academic year and circulated to the faculty during the fall. Since the last APR, all benchmarks were met for all SLOs.

All faculty participate in the assessment process. Anyone serving as a mentor or serving on a thesis or dissertation committee completes student evaluations and is involved in data collection.

During a formal faculty meeting in the fall semester, faculty discuss the findings from the previous academic year and make recommendations to improve student learning in the PhD program. This cycle of student assessment and revision to the graduate program occurs annually. Formal changes require approval through faculty vote.

Any changes to the program are communicated to faculty, graduate students, and part-time instructors through memo; and are communicated through the required Teaching Seminar course and Research Seminar, as well as through the Student Handbook.

Please refer to Appendix #11 for the complete assessment plan for the doctoral program, including student learning outcomes, student learning goals, assessment measures, performance benchmarks, and student populations.

#### UNDERGRADUATE

Because of the common coursework in Psychology required for the B.A. and B.S. degrees, the department uses the same assessment plan for both degrees (see Appendices #12 and #13). The principal differences between the B.S. and B.A. degrees are described in section 2.A.

The B.A. and B.S. program assessment plans contain six student learning outcomes (SLOs) that are aligned with four broader program goals in addition to alignment with UNM's overarching student learning goals of knowledge, skills, and responsibility. Assessment of all SLOs takes place each year in the Fall semester using two direct assessment measures. The first of these measures

is the Psychology Department's Comprehensive Assessment (PDCA; see appendix #14), which assesses the following SLOs:

**A.1.** Students will learn how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us

**B.1.** Students will learn how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.

The second measure consists of a series of five Journal Article Reviews (JARs; see appendix #15), which assess the following SLOs:

- C.1. Students will be able to identify and critically evaluate psychological research methods,
- C.2. Students will be able to analyze empirical data,
- C.3. Students will be able to assess the significance and importance of research reports
- **D.1.** Students will be able to communicate clearly and effectively in a written format.

The PDCA is a 48-item multiple-choice exam covering six broad areas in Psychology developed by department faculty to align with both the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major and with the GRE Psychology subtest. PDCA data is collected from students enrolled in the fall semester from PSYC 1110 Introduction to Psychology students enrolled in both face-to-face and online sections, and from face-to-face and online sections of PSYC 302 Psychology Research Techniques. Note that both PSYC 1110 and PSYC 302 are "core" courses required for the major.

In PSYC 1110, the PDCA is administered at the end of the first week of class to provide a baseline measure of student knowledge of psychology. All PSYC 1110 students are required to complete the PDCA for a fixed amount of course credit independent of their actual scores (which are expected to be quite low before students begin covering core content in the introductory course). The PDCA is also required from all students in PSYC 302 (Research Methods), which serves as a defacto capstone course for Psychology majors in their third or fourth year in the program. The PDCA is administered near the end of the semester to provide a measure of student knowledge of psychology near the end of their degree program. Mean performance on the PDCA in PSYC 1110 is compared to mean performance in PSYC 302 to quantify gains in knowledge of psychology over the course of the B.A. and B.S. programs. Potential differences in PDCA scores in PSYC 1110 and PSYC 302 are analyzed using the *t*-test. Significant differences in performance on the PDCA early in the program (PSYC 1110) and late in the program (PSYC 302) are viewed as an index of program effectiveness. Finally, we have set a score of 50% on the PDCA as an acceptable threshold level of performance for our undergraduate majors enrolled in PSYC 302. This benchmark was set based on the test's validation against the Graduate Record Exam (GRE) Major Field Test in Psychology following major revision to the PDCA in spring 2014.

PSYC 302 is the last required course for Psychology majors and provides an excellent opportunity to determine how well our students can understand and critically analyze research published in peer-reviewed journals using the JARs assessments. JARs assessments are administered at five

timepoints across the semester in PSYC  $302^2$ . Each JARs assignment requires students to write a 600-word review based on selected psychological research journal articles. JARS are graded by teaching assistants using a grading rubric that assigns 20 points to each review. Within-semester improvement in writing and critically analyzing papers using the JARs assessment was assessed by analyzing changes in JARs scores across the five assignments administered over the duration of the course via ANOVA. No set threshold in degree of improvement is set for this measure. However, given that reading and summarizing professional journal articles is a challenging task for undergraduate students, a score of 12/20 (60% "pass rate") was set as the benchmark for performance on the last JARs assessment administered in PSYC 302.

The faculty discuss the assessment findings from the previous academic year during in a faculty early in the Spring semester the following academic year (annual assessment reports are due at the end of the Fall semester). Faculty respond to the data and discuss areas of the program that might be targeted for improvement as indicated by the assessment findings. Potential changes to the assessment process or the assessment instruments used are also discussed when warranted. Formal changes to the assessment plan require approval through faculty vote. This cycle of student assessment and revision to the undergraduate B.A. and B.S. programs occurs annually.

#### **3B:** Assessment Reports

#### **GRADUATE**

The assessment report for AY 2019-20 and 2020-21 is provided in Appendix #11. Since the last APR, the PhD assessment plan and SLOs have not been substantively modified, but we have made small modifications to how data are collected. In 2019-2020, the thesis and dissertation report forms completed by committee members were modified for assessment measures in SLO1-4 to include the corresponding item number on the report forms.

COVID-19 accommodations: During COVID (beginning spring, 2020 and ending fall, 2021), graduate students were given a one year "grace period" for meeting milestones (thesis, comprehensive examination, dissertation), allowing students to remain in progress when they were behind (ostensibly due to COVID constraints in achieving milestones). Further, for SLO 6 (Graduate students will demonstrate mastery in professional activities of psychologists: writing up results that follow the writing conventions valued in Psychology; presenting research results; obtaining grants and awards; and conducting preliminary research work), graduate students in spring 2020 and 2021 were allowed to voluntarily submit their "research productivity" points and rating category.

In 2020-2021, based on feedback from College Assessment Review Committee, we instituted having senior PhD student with excellence in teaching (ideally having previously taught the same course) conduct a peer teaching observation as a way to complement faculty's observations. This

<sup>&</sup>lt;sup>2</sup> We plan to apply the same standardized procedures for administering five Journal Article Reviews (JARs) assessments in PSCY 302 Psychology Research Techniques across instructors and sections of the course beginning in fall 2023. In the past, some instructors of PSYC 302 administered only 3 JARs during the semester, instead of 5 JARs as prescribed in the assessment plans. Beginning in fall 2023, all instructors of the course will be instructed to administer five JARs to allow both more practice and feedback on the JARs writing assignments and to achieve more reliable analysis of potential within-semester improvements in JARs scores over the course of the semester.

began in summer, 2021 and has been particularly important during the summer semester when faculty are less likely to be available to conduct teaching evaluations.

In 2021-2022, the Associate Chair for Undergraduate Education is now making teaching evaluation assignments (previously done by the Chair of the Teaching and Mentoring Committee). The assignments are being done earlier to ensure that evaluators are aware and can serve as resources and mentors before the semester begins (when courses are assigned).

If we continue to do this, it may not only be beneficial to grad students but also to faculty because it has been a challenge to find enough faculty to mentor and observe graduate student teachers in the summer. For the past several years, there have been increasing numbers of graduate students teaching in the summer.

#### **UNDERGRADUATE**

The B.A. and B.S. degree assessment plans and SLOs have not changed since the last APR in 2016. See Appendix #12 and #13 for complete outcomes assessment reports for the B.A. and B.S. programs, respectively.

Assessment of student learning in the B.A. and B.S programs for AY 2021-2022 was conducted in the fall semester of 2021 (when enrollment in PSCY 1110 is historically much higher than in spring semesters). A total of 732 students in 3 sections of PSYC 1110 and 76 students across two sections of PSYC 302 were sampled for assessment using the PDCA. JARs performance was assessed in 90 students across two sections of PSYC 302.

The mean performance on the PDCA measured late in the program in PSYC 302 (72%) was higher than mean performance early in the program in PSYC 1110 (21%). This difference was statistically significant (p<.001). Findings from the comparison of performance on the PDCA in PSYC 1110 and PSYC 302 demonstrate robust acquisition of knowledge across a broad range of subdisciplines of psychology in our majors over the course of the program. Additionally, the 72% mean performance observed on the PDCA in PSYC 302 well exceeded our benchmark of 50%.

The number of students in the B.S. Psychology program that were administered the PDCA in PSYC 302 in fall 2021 was too small to make meaningful inferences about potential differences in PDCA performance between B. A. and B. S Psychology students near the end of the degree programs in PSYC 302.

The current version of the PDCA was revised in spring, 2014. A new revision is planned by the department in order to provide information that is missing from the current demographics section of the assessment. For example, the current version of the PDCA assumes the respondent is either a B.A. or B.S. in Psychology but does not directly ask. This is clearly problematic as many PSYC 1110 students have not yet declared a major or minor or if they have declared, many are likely to change majors or minors. The revised PDCA will therefore poll PSYC 1110 and PSYC 302 students about their current major and minor. Tracking the current major and minor of PSYC 1110 and PSYC 302 students completing the revised PDCA will permit meaningful comparisons of performance among psychology majors or minors and non-majors or minors.

The current version of the PDCA begins with several demographic questions including what degree program a student is in, in addition to what other courses in psychology (beyond PSYC 1110) they have completed and where they were completed (UNM only, UNM + CNM, UNM + other in state institution, or UNM + out of state institution). However, the current PDCA exam does not ask PSYC 302 Psychology Research Techniques students the more relevant and direct question "Where did you complete PSYC 1110 Introduction to Psychology? UNM, CNM, other in state institution, or other out of state institution. This question will be included in a revised PDCA scheduled for deployment in fall 2024. This will potentially allow for a direct, within-group comparison of individual students' PSYC 1110 and PSYC 302 PDCA scores. With this information, we can assess whether PDCA performance varies between UNM-only psychology students and students that transfer outside psychology course credits to UNM.

Performance on the JARs assessments in PSYC 302 provided strong evidence of students' ability to understand and critically analyze research published in peer-reviewed journals. The mean performance of 98% on the final JARs assessment administered in PSYC 302 far exceeded our benchmark of 60% and was a statistically significant difference (*t*-test, p<.001) Additionally, JARs performance across the duration of the PSYC 302 course improved significantly from 74% on the first assigned JARs to 98% on the final JARs assigned in PSYC 302 (repeated measures ANOVA, p<.01) Together, these findings demonstrate that late in the (B.A. or B.S. psychology degree program, students have learned to read and summarize professional journal articles in a written format effectively.

The pandemic also provided us with opportunity to identify other areas of improvement related to student outcomes and success. For example, we observed that the DFW rate (i.e., the rate at which students withdraw from or fail to pass the course with a final grade of at least a C) had been increasing for PSYC1110 (Introduction to Psychology). The Associate Chair for Undergraduate Education led an overhaul of the course in fall 2022 leading to a robust decrease in DFW.



**PSYC1110** Course Fail Rates Historically

We also evaluated DFW rate for upper and lower division courses by modality and *observed no noteworthy differences in the DFW rate by modality at either leve*l, which stands in contrast to trends observed more broadly at UNM during the pandemic (DFW rates were elevated in lower division remote courses at UNM).

# **3C: Primary Constituents**

The primary constituents of the Psychology Department's assessment practices for teaching and learning are undergraduate students, graduate students, faculty, and advisement staff. Undergraduate **SLOs** are communicated through the Department's web site https://psych.unm.edu/undergraduate/student-learning-objectives.html. Outcomes Assessment goals and methods are also shared on the web site https://psych.unm.edu/undergraduate/outcomesassessment.html. SLO information is also typically communicated by instructors of record for all undergraduate classes. Generally, assessment data are not published or shared with undergraduate students. The Associate Chair for Undergraduate Education shares assessment data with faculty during faculty meetings. Similarly, goals, SLOs, and assessment methods are shared with graduate students via the web page https://psych.unm.edu/graduate/outcomes-assessment.html as well as through the graduate student handbook, which is updated annually, distributed to all incoming students, and maintained on the Department's web site. The Associate Chair for Graduate Education presents assessment findings to the faculty annually in a faculty meeting. Graduate student representatives are present at all faculty meetings and are encouraged to participate in the discussion of outcomes assessment data and practices. The outcomes assessment reports are also distributed to the doctoral program's graduate advisor.

The Associate Chair for Undergraduate Education prepares General Education assessment reports to College and University.

# **Criterion 4. Students (Undergraduate & Graduate)**

## **4A: Recruitment**

Specific recruitment and admissions efforts include:

#### Branch Visits:

Main campus advisors in the College of Arts & Sciences visit with branch campuses and field centers alongside the College's Student Recruitment Specialist to assist students pursuing main campus programs at a distance.

#### Participation in New Student Orientation and Transfer/Nontraditional Orientations:

These orientations are administered by the College Enrichment Program. UNM requires that all incoming students attend an orientation, and each orientation has an advisement portion. Advisors reserve time specifically for these students to help them register for their first semester and to introduce them to the advisement process. Advisors meet with students prior and/or after Orientation to offer individualized advisement

#### Prospective Students Advisement:

Prospective UNM students can receive advisement prior to admission to UNM and prior to admission to a degree program.

#### Participation in Senior and Preview Days:

These are events usually held on Saturdays in the Fall and Spring semesters that allow high school students to visit with a representative from various Colleges. Senior Day is for seniors, while Preview Day is for juniors. Advisors volunteer from the College of Arts & Sciences alongside the College's Student Recruitment Specialist to meet with prospective students and families, with many of them demonstrating

#### Department Orientations:

These are group advisement sessions that welcome students into the program once they complete admission requirements. They go from pre-majors to declared majors and are given an overview of the degree requirements and various resources. This meeting takes place in the sophomore year for most students. The students formally declare their minor or second major at this time, and are encouraged to begin thinking seriously about what they would like to do after graduation as they transition from sophomore to junior year

#### Graduate Student Recruitment

The department holds an Open House annually for the top applicants to our graduate program who have been approved by and selected by potential faculty mentors and our Admissions Committee. These applicants attend a full day of interviews and tours, and spend time with current graduate students. The Open House appears to be a successful procedure for both evaluating the applicants *and* advertising/highlighting our program.

The department annually offers a small financial incentive for 1-3 applicants to accept our offer of admission. The source of this incentive is the Grice Graduate Student Fellowship account. The

Admissions Committee decides who will receive the fellowship; typically, it is offered to (1) highly ranked ethnic minority applicants, (2) individuals for one of our programs that has fewer highly qualified applicants, or (3) new Assistant Professors who are trying to build their labs. The award is a one-time allotment of up to \$3,000 per student.

Graduate Studies distributes annual calls for Recruitment Incentive Awards to aid in the recruitment of exceptional underrepresented minority applicants. Each year the department has requested at least one award and has been successful several times at receiving awards of \$2,500-\$3,000 which have been instrumental in successful recruitment efforts.

## **4B:** Admissions

## **Undergraduate Admission Requirements**

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.00 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following University General Education areas with a grade of "C" (or CR) or better:

- Completion of the University Writing and Speaking Core.
- Completion of the University Mathematics Core.
- Completion of the University Foreign Language Core.

Completion of Department of Psychology admission course work with grades of "C" or better:

- PSYC 1110.
- One PSYC course at 200-level or above.

# **Major Study Requirements**

# Acceptance of any transferred credit hours toward a major or minor in psychology must be approved by the Associate Chairperson for Undergraduate Education.

# **Bachelor of Arts in Psychology**

To obtain a B.A. in Psychology a student must satisfactorily complete (i.e., a grade of C or better) 36 credit hours in Psychology (35 credit hours if an upper-division lab is taken; see last bullet point below),), and should minor in an Arts and Sciences Department.

The 36 credit hours of Psychology must include:

- PSYC 1110 (3 credit hours)
- PSYC 2510 (3 credit hours)
- Four courses (12 credit hours) selected from the six 200-level core courses: PSYC 2110, 2120, 2220, 2250, 2270, and 2320
- PSYC 302 (3 credit hours)
- Four psychology electives at the 300/400-level (12 credit hours)

• One psychology elective (3 credit hours). Students may elect to take an upper-division psychology laboratory (2 credit hours).

#### **Bachelor of Science in Psychology**

To obtain a B.S. in Psychology a student must complete a minor in, or distributed among (see distributed minor policy): Anthropology (Evolutionary Anthropology concentration; 2nd major option only), Astrophysics, Biochemistry, Biology, Chemistry, Computer Science, Earth and Planetary Sciences, Environmental Science, Forensic Anthropology, Forensic Science, Human Biology (2nd major option only), Mathematics, Statistics, or Physics and complete (i.e., a grade of "C" or better) 35 credit hours in Psychology.

The 35 credit hours of Psychology must include:

- PSYC 1110 (3 credit hours)
- PSYC 2510 (3 credit hours)
- Four courses (12 credit hours) selected from the six 200-level core courses: PSYC 2110, 2120, 2220, 2250, 2270, and 2320
- PSYC 302 (3 credit hours)
- Four psychology electives at the 300/400-level (12 credit hours)
- One upper-division (300/400) psychology laboratory (2 credit hours)

**Basics in Addiction Counseling Concentration (B.A./B.S.).** The Basics in Addiction Counseling (BAC) concentration is designed for a select group of undergraduate psychology majors who are interested in a career in the alcohol/drug counseling field. In addition to the standard psychology major requirements, the BAC concentration involves a series of specialized addiction courses, as well as a multi-semester field placement at a substance abuse agency. Students admitted to the BAC concentration must have completed all course work requirements to become a Licensed Substance Abuse Associate (LSAA) and/or Licensed Alcohol/Drug Abuse Counselor (LADAC).

To complete the BAC concentration, students must complete 45 credit hours in Psychology courses. In addition, students must earn a grade of "C" or better (grades of "C-" are not accepted) in all psychology courses. Twenty-four credit hours must be taken at UNM to satisfy the residency requirement. Major requirements are only one portion of the undergraduate degree. Meet with an Undergraduate Program Advisor located in the Department to discuss the University and College-level requirements in addition to the major. To earn the B.A. or B.S. degree in Psychology, students must declare a minor. To earn the B.A. degree, students must select a minor from the approved College of Arts and Sciences minor list. To earn the B.S. degree, students must declare a minor from: Anthropology; Biology; Chemistry; Computer Science; Mathematics; Physics; or Statistics. Meet with the minor departmental advisors to review minor requirements.

#### **BAC Application and Admission**

All applicants are required to be Psychology majors and meet the following requirements:

• Are enrolled in the equivalent of the fourth semester of full-time course work toward a college degree.

- Have a minimum cumulative GPA of 3.0 or a Psychology GPA of 3.5.
- Are committed to a career in the alcohol/drug counseling field.
- Have interpersonal skills appropriate for a counseling career.
- Have the ability to meet the program standards (with or without reasonable accommodation).

• Have read and acknowledged understanding of the New Mexico Counseling and Therapy Practice

Board standards for licensure.

Interested applicants provide:

- Letter of interest.
- Current resume (work and academic experience).

• At least two letters of recommendation that address the qualifications, character, and motivation of the applicant. These letters may come from employers, professors, or supervisors; these are not personal references.

- College transcripts.
- Completed BAC application.

#### **Graduate Admissions**

Information on our graduate program is detailed in its section of our website: <u>https://psych.unm.edu/graduate/index.html</u>, and includes resources for choosing a graduate program, general advice on getting into a Ph.D. program, our own admission statistics, and detailed instructions on how to apply to our program. The Admissions Committee chair, typically in late summer or early fall, asks faculty who plan to recruit students to indicate so on their faculty web page. The department also lists this information on the Application Instructions page of the website. Applications are submitted through UNM's Graduate & Professional Programs online application and are due by December 1<sup>st</sup>; late applications will only be considered if openings remain. Applicants are required to submit a letter of intent, current CV, transcripts, a writing sample, and at least three letters of recommendation. Applicants select an area of study, along with an alternate area if they choose. Additionally, applicants are asked to provide the names of potential faculty mentors, in order of preference. The university requires applicants hold a bachelor's degree from an accredited college or university, a 3.0 grade point average in their last two years and in their major field. The department suggests applicants have 12-15 credit hours of psychology coursework, or can demonstrate knowledge and experience in the field.

The Graduate Program Coordinator (GPC) manages the application process, answering queries from potential applicants throughout the year. Shortly after the application deadline, the GPC distributes a list of applicants with basic demographic information, GPA data, undergraduate institution, preferred concentration for admission, and potential faculty mentors. The online applications are also made available to the faculty through AppReview. Faculty who are interested in recruiting specific applicants submit their requests to the Admissions Committee, which is comprised of a mix of 6-8 faculty members from different concentrations, faculty wishing to admit a clinical student must have the approval of the clinical committee prior to submitting their request to the Admissions Committee. Faculty requests must include a mentor statement on why this is the best candidate, a summary of their mentoring style, a short history of their current and past graduate students, and funding the faculty member can provide, if any. All applicants must be interviewed by two additional faculty members (in addition to the faculty member bringing the applicant forward). Applicants to the Clinical program are required to attend our annual Open House and their invitation to attend the Open House *must* be approved by majority a vote of the clinical committee. Experimental applicants are also encouraged to attend the Open House, however, it is not required. The Open House has been held remotely since 2021. When the Open

House was held in person the department provided applicants with funding to offset some costs of travel to the Open House and solicited volunteers from current graduate students to provide them with accommodations during their stay.

Throughout the admission process, it is the Admissions Committee that renders final admission decisions considering both the strengths of the applicant and the prospective mentor. In some circumstances, the Admissions Committee does not approve an admission request for reasons other than the applicant or budgetary considerations (see below). The Admissions Committee also conducts a thorough "second look" at applicants from underrepresented minority groups and encourages faculty with similar research interests to review the application

From 2017-2022 the department received an average of 216 applications to the doctoral program (range 193-281), with typically 70-80% of applications identifying Clinical as the primary interest. We typically extend 15-20 offers and enrolled have enrolled 7-14 students, with 7 being a low in 2017. Complete data on applications and admissions from 2017-2022 are provided in Appendix #16.

## Recent changes:

Beginning with the 2021 admissions cycle the faculty have voted each year to temporarily waive the GRE requirement. Submission of GRE scores is permitted but not required. For the 2024 cycle, faculty will be allowed to request GRE scores for applicants. The faculty will discuss GRE requirements again in spring 2024 for the 2025 admission cycle.

In 2022 the faculty developed a policy (see Appendix #1) the codifies the practices of the departmental admissions committee when a faculty request to admit a graduate student is denied.

# 4C: Data

All data provided in this section are from UNM's Office of Institutional Analytics (OIA) unless specified otherwise.

#### Headcount (majors and minors)

#### **UNDERGRADUATE**

We begin with overall undergraduate headcount (the number of undergraduate students who have declared majors, second majors in Psychology, or who are Psychology pre-majors. We note that this is presented rather than *enrollment* data for majors, which can vary from semester to semester. We do subsequently present the student credit hours in Psychology courses for majors and non-majors. The following graph includes numbers collected during each Fall semester from 2018-2022 for Psychology as well as headcount for the College of Arts and Sciences and UNM Overall (the y-axis scale is logarithmic).


The number of majors was 1,891 for the prior APR period ending in 2016. So, although our numbers maintained well across the five years included here, the numbers are reduced relative to numbers from 2012-2016. The number of majors is comparable to that of 2010-2011 and about 20% higher than that of 2007-2009. There was an upward trend in number of majors from 2012-2016 that was reversed, as was the case for overall enrollment and majors in other disciplines. The overall undergraduate headcount at UNM decreased by 9.6% from 2018-2022. The headcount decreased for the College of Arts and Sciences by 9% during this period. The number of Psychology majors held steady following a three-year dip that began prior to COVID-related impacts on instruction. We note that the number of minors declined by 20% over the same time period, possibly due to minors shifting their focus and becoming majors. During the period from 2018-2022, Psychology majors represented 9%-10% of undergraduate students at UNM, and 16.8%-18.5% of students majoring in a program administered in one of the 24 Arts and Sciences departments at UNM. UNM's OIA does not provide data on students enrolled as minors in Psychology by sex and ethnicity, and we, therefore, focus on majors for the remainder of this section. The number of minors in Psychology was 424 at the end of the prior APR period, so, although numbers are declining, they still exceed those of 2016-17.

The following graph provides a breakdown of Psychology majors and UNM overall undergraduate headcount by sex (note: the UNM Undergraduate Application captures demographic data on "biological sex" as male or female and does not capture self-report of gender identity). All values are percentages of total unique headcount, with Psychology (PSY) presented in the left bar for each year.



While UNM headcount remained similar for each sex from 2018-2022, in Psychology the percentage of females increased and the percentage of males decreased. The raw numbers provided in the table below indicate that the change in percentage has been largely driven by an 16.6% increase (158 students from 2018 to 2022) in the number of female students, with an 11.1% decrease in the percentage of males (39 students from 2018 to 2022).

## Psychology Majors Undergraduate Headcount by Sex \* Does not include second majors

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	949	935	1007	1022	1107
Male	350	323	296	302	311

The following tables include percentages of undergraduate headcount in Psychology and UNM Overall by Ethnicity (note: <u>the categories presented here represent terms used by UNM</u>). **Psychology Undergraduate Headcount by Ethnicity** 

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Hispanic	52.35%	53.26%	52.11%	52.04%	53.46%
White	31.18%	30.13%	30.08%	29.98%	28.98%
American Indian	5.62%	5.25%	5.30%	6.27%	6.06%
Multiple Groups*	4.08%	5.33%	5.07%	4.61%	5.36%
Asian	3.70%	3.02%	2.99%	3.47%	2.75%
Black or African American	2.16%	1.99%	3.22%	2.79%	2.54%
International/Non-Resident	0.92%	1.03%	1.23%	0.83%	0.85%

\*Includes Native Hawaiian, Two or More, Unknown, Null

#### **UNM Undergraduate Headcount by Ethnicity**

Fall	Fall	Fall	Fall	Fall
2018	2019	2020	2021	2022
48.82%	49.69%	50.02%	50.06%	50.46%
32.04%	30.94%	29.96%	29.07%	28.65%
5.53%	5.30%	5.66%	6.10%	6.18%
4.76%	4.95%	5.13%	5.37%	5.48%
4.02%	4.08%	4.12%	4.28%	4.24%
2.45%	2.44%	2.63%	2.90%	3.07%
2.39%	2.60%	2.48%	2.22%	1.93%
	Fall   2018   48.82%   32.04%   5.53%   4.76%   4.02%   2.45%   2.39%	Fall 2018Fall 201948.82%49.69%32.04%30.94%5.53%5.30%4.76%4.95%4.02%4.08%2.45%2.44%2.39%2.60%	Fall 2018Fall 2019Fall 202048.82%49.69%50.02%32.04%30.94%29.96%5.53%5.30%5.66%4.76%4.95%5.13%4.02%4.08%4.12%2.45%2.44%2.63%2.39%2.60%2.48%	Fall 2018Fall 2019Fall 2020Fall 202148.82%49.69%50.02%50.06%32.04%30.94%29.96%29.07%5.53%5.30%5.66%6.10%4.76%4.95%5.13%5.37%4.02%4.08%4.12%4.28%2.45%2.44%2.63%2.90%2.39%2.60%2.48%2.22%

\*Includes Native Hawaiian, Two or More, Unknown, Null

Overall, the demographic data for Psychology is consistent over years. We note that headcount data indicate that Psychology has a higher percentage of Hispanic students compared to UNM overall.

#### The following tables provide data from our Accelerated Online Program.

#### Psychology Accelerated Online Program (AOP) Undergraduate Headcount by Sex

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Female	36	60	87	81	104
Male	16	11	16	24	23

We have experienced continued growth in the AOP, which allows us to serve more students within New Mexico and throughout the United States. One feature of the AOP data not captured here is the geographic distribution of AOP students. The vast majority of students are in New Mexico. Students from outside of New Mexico come from 15 different states and make up 23% of AOP headcount. Within New Mexico, 28% from 14 NM counties that are not near UNM's main campus. We have known since the initial days of UNM's Extended University in the 2000's that many individuals in New Mexico want to receive a degree from UNM but are not able to move to Albuquerque or a location where there is a branch campus. We believe the AOP program serves these New Mexicans.

The following table includes percentages of undergraduate Psychology Accelerated Online Program (AOP) headcount by Ethnicity (note: the categories presented here represent the scope and terms used by UNM in data collection).

	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Hispanic	32.69%	40.85%	41.75%	41.90%	49.61%
White	48.08%	42.25%	39.81%	38.10%	29.92%
American Indian	9.62%	5.63%	4.85%	9.52%	7.09%
Multiple Groups*	3.85%	5.63%	6.80%	7.62%	8.66%
Asian	1.92%	2.82%	1.94%	0.95%	1.57%
Black or African American	3.85%	2.82%	4.85%	1.90%	3.15%
International/Non-Resident	0.00%	0.00%	0.00%	0.00%	0.00%
*In also dan Trava an Mana II. In array					

#### Psychology Accelerated Online Program (AOP) Undergraduate Headcount by Ethnicity

\*Includes Two or More, Unknown

We draw attention to the large increase in AOP enrollment by Hispanic individuals and the larger percentage of Native students compared to UNM. We attribute this, in part, to increased enrollment by individuals from remote parts of New Mexico.

### **GRADUATE**

All Psychology graduate program data presented here were generated <u>in-house</u> (there were unresolvable inaccuracies in the departmental data from OIA; we note that data for UNM or the College were obtained from OIA). The following graph presents the total enrollment for doctoral students in Psychology (in-house data), the College of Arts and Sciences, and UNM.



The number of graduate students in Psychology has remained steady for many years going back to the beginning of the prior APR period (2009). Since 2018 the number of doctoral students has declined in the College of Arts and Sciences (-4.3%) and for UNM as a whole (-7.5%). In 2021-22 Psychology doctoral students represented 8.7% of doctoral students in the College of Arts and Sciences, and 4.3% of doctoral students at UNM as a whole.

The following graph provides a breakdown of Psychology doctoral students and UNM doctoral student headcount by sex. All values are percentages of total unique headcount, with Psychology presented in the *left* bar for each year.



The relative percentage of females and males in the Psychology doctoral program and UNM are notably different, with enrollment higher for females than males. Similar to the trend observed for undergraduate students, the relative percentage of female doctoral students has increased (6%) with a corresponding decrease in percentage of males.

The raw numbers provided in the table below indicate that the change in percentage represent a change of 3-10 students. Considering the comparatively smaller numbers compared to undergraduate students this could be unremarkable variation from year to year, or it could represent a substantive trend, which we plan to monitor. Note that we have included data for the 2022-23 cohort that was not obtained by from UNM OIA.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Female	46	50	42	44	49	45
Male	30	16	24	25	24	20

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Clinical						
Female	34	31	28	29	33	28
Male	10	7	7	7	6	4
CBB						
Female	6	7	10	13	14	14
Male	16	13	13	12	11	11
EvDev						
Female	4	5	3	2	2	3
Male	2	1	3	6	7	5

The following table presents the number of male and female graduate students by area.

The following table includes the number (and percentage) of doctoral students by ethnicity (note: categories not included if the number of students was 0 for all years). Breakdown by concentration is provided in Appendix #17.

	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
African	3 (3.9 %)	4 (6.15 %)	3 (4.6 %)	3 (4.4 %)	5 (6.9 %)	2 (3.2%)
American						
Hispanic	13 (17.1 %)	9 (13.85 %)	10 (15.2%)	11 (15.9%)	15 (20.6 %)	15 (23.8%)
Asian	2 (2.6 %)	2 (3.08 %)	2 (3.0 %)	3 (4.4 %)	4 (5.5 %)	3 (4.8%)
American	3 (3.9 %)	4 (6.15 %)	4 (6.1 %)	4 (5.8 %)	4 (5.5 %)	2 (3.2%)
Indian						
White	49 (64.5 %)	41 (63.1 %)	40 (60.6 %)	42 (60.9 %)	36 (49.3 %)	35 (55.6%)
Unknown	6 (7.9 %)	5 (7.7 %)	7 (10.6 %)	6 (8.7 %)	9 (12.3 %)	6 (9.5%)

We draw attention to the increase in percentage of URM doctoral students from 25% in 2017-18 to 28.79% in 2022-23.

#### **STUDENT CREDIT HOURS (SCHs)**

The headcount information provided above reflects number of students in Psychology. The Department also serves many undergraduate students through our broad course offerings including our sole general education course, Introduction to Psychology (1110). The following table includes the total number of undergraduate and graduate SCHs for Psychology courses during each semester from Fall 2018-Fall 2022. Undergraduate SCHs are broken down by lower and upper-division courses. Values in parentheses represent the percentage of SCHs to the total SCHs within that category for all 24 departments and schools in the College of Arts and Sciences.

Semester/term	UG lower <sup>3</sup>	<b>UG upper</b>	Graduate
Fall 2018	9,018 (9.31%)	8,736 (17.52%)	676 (6.62%)
Spring 2019	6,825 (8.95%)	9,260 (18.43%)	644 (6.80%)
Summer 2019	1,359 (16.76%)	2,159 (35.64%)	47 (4.89%)
Fall 2019	7,911 (9.38%)	8,834 (18.36%)	619 (6.46%)
Spring 2020	6,544 (9.54%)	8,490 (17.97%)	603 (6.60%)
Summer 2020	999 (13.10%)	1,928 (30.64%)	24 (2.27%)
Fall 2020	8,190 (10.03%)	7,141 (16.01%)	708 (7.17%)
Spring 2021	5,748 (9.43%)	7,957 (18.64%)	756 (7.92%)
Summer 2021	654 (10.75%)	1,755 (31.92%)	36 (4.15%)
Fall 2021	7,275 (9.23%)	7,141 (18.52%)	766 (7.34%)
Spring 2022	5,805 (9.45%)	6,737 (18.19%)	666 (6.44%)
Summer 2022	882 (15.83%)	1,676 (34.08%)	27 (3.26%)
Fall 2022	8,304 (9.72%)	7,325 (19.43%)	581 (5.39%)

#### **Accelerated Online Program (AOP) SCHs**

The following table includes the total SCHs in the Psychology AOP program for the past 6 years

AY	AOP
	SCH
2017-18	285
2018-19	678
2019-20	648
2020-21	1197
2021-22	1032
2022-23	2028

We are very pleased with the rapid growth of the Accelerated Online Program. The data indicate that we are serving more students, which also may mean that we are helping students graduate more quickly. The revenue generated by the program also means that we can allocate more resources to meeting departmental goals such as addressing facilities needs and increasing graduate student stipends.

#### Psychology Total SCHs relative to College of Arts and Sciences

The following table includes the total SCHs for Psychology during academic years (AYs) 2018-19 through 2021-22. Values in parentheses represent the percentage of SCHs for all 24 departments in the College of Arts and Sciences.

<sup>3</sup> In the 2020-21 academic year we recognized that two codes for lower division courses were being used; PSY and PSYC. The addition of PSYC appears to have occurred when the NM common course numbering system was implemented and was applied to those courses. Queries to OIA for lower division courses will be incomplete if both PSY and PSYC are not selected.

	Coll. A & S	PSY
AY 2018-19	308,008	38,724 (12.57%)
AY 2019-20	293,185	37,658 (12.84%)
AY 2020-21	282,135	36,566 (12.96%)
AY 2021-22	281,981	35,952 (12.75%)

SCHs in the College of Arts and Sciences decreased by 8.45% over the past 4 academic years (not including data 2022-23 where there was an increase) with a commensurate decrease in Psychology SCHs. Psychology consistently accounts for a subs

tantial portion of SCHs in the College of Arts and Sciences; approximately 12%-13% of SCHs. On average, the Department accounts for 10.9% of lower division SCHs, 22.7% of upper division SCHs, and 5.8% of graduate SCHs.

#### **RETENTION**

#### Undergraduate

The following table include the retention rates of male and female undergraduate students after 3 semesters of continuous enrollment for Psychology and UNM as a whole (3<sup>rd</sup> semester retention data are not yet available for the 2022 cohort).

	<b>UNM Female</b>	<b>UNM Male</b>	<b>PSY Female</b>	<b>PSY Male</b>
2017	76.0%	69.5%	80.8%	64.5%
2018	78.2%	74.2%	69.0%	68.2%
2019	79.2%	73.1%	79.1%	79.3%
2020	68.1%	64.3%	66.7%	60.6%
2021	72.4%	69.2%	72.0%	70.8%

The following table includes third semester retention rates for undergraduate cohorts beginning rom 2017-2021 for White and Hispanic students as provided by the APR support team. OIA data for several categories are not included due to low n (14-37 students total; note: these data are only available for students who declared a Psychology major or pre-major as freshmen, so the numbers are lower than would be expected based on total headcount.)

	<b>UNM Hispanic</b>	<b>UNM White</b>	<b>PSY Hispanic</b>	<b>PSY White</b>
2017	72.3%	76.1%	78.2%	76.1%
2018	75.6%	77.8%	64.9%	68.8%
2019	75.9%	76.2%	77.6%	76.0%
2020	65.2%	67.1%	66.7%	64.1%
2021	70.5%	72.9%	69.5%	79.6%

Overall, retention rates are consistent with overall numbers and trends at UNM. We note one cohort (2018) for which the retention rate was reduced for Hispanic Psychology majors. This was transient and we are uncertain of the cause. The reductions in 2020 are reasonably attributed to the effects of the COVID pandemic. We also note that aggregating retention data from other ethnic groups yields similar or better data for 2017-2021 (77.8% for 2017, 80% for 2018, 92% for 2019, 63% for 2020, and 68.4% for 2021).

Graduate

From 2012-2022 the doctoral program admitted 127 students, of which 111 have either graduated (45) or are still enrolled in the program. The principal reasons for less than 100% persistence among doctoral students are voluntary withdrawal (11) or dismissal (5) from the program.

The following graph illustrates persistence of Psychology doctoral students entering in 2012 compared to UNM doctoral students overall.



## **GRADUATION DATA**

#### Undergraduate

The total number of B.A. and B.S. degrees conferred by the Department from 2018-2022 are present in the table below.

	2017-18	2018-19	2019-20	2020-21	2021-22
BA PSY	345	320	342	359	298
BS PSY	94	73	77	80	52
Total	439	393	419	439	350

The average time to graduation for Psychology majors entering from 2013-18 is 4.56 years and 4.44 years for the College of Arts and Sciences as a whole. The following graph illustrates Psychology's 4-, 5-, and 6-year graduation rates (combined B.A. and B.S. degrees) for each cohort from 2014-2018. The 4-year graduation rate was steadily increasing (from 36.2% to 46.4%) until the 2018 cohort, which would have experienced pandemic-related alterations in instruction and presence on campus during their second and third years of enrollment (along with the many other consequences of the pandemic and its impact).



The following table presents the 4-year graduation rate for UNM undergraduate students as a whole and Psychology majors by sex.

Entry				
Cohort	<b>UNM Female</b>	UNM Male	<b>PSY Female</b>	PSY Male
2014	45.98%	35.83%	38.20%	30.00%
2015	43.64%	35.44%	40.70%	26.80%
2016	45.43%	37.22%	46.40%	32.30%
2017	46.01%	34.69%	51.70%	25.80%
2018	47.88%	38.92%	41.40%	22.70%

The 4-year graduation rates for females in Psychology have been lower or comparable to UNM females as a whole. The graduation rate for males in Psychology, however, has been consistently lower relative to UNM students as a whole and is decreasing. The reduction in the 2018 cohort is the lowest we have observed. While the reductions in Psychology could reasonably be attributed to COVID, there do not appear to have been comparable reductions in the 2018 cohort for UNM students overall. We note that the low graduation for males is consistent with national trends and is consistent with trends in other UNM departments. For example, there is a roughly 23% difference between sexes for 4-year graduation rates in Sociology/Criminology (56.4 % for females; 33.3% for males). With awareness of the outcomes for males we plan to increase efforts to attend to publications on this trend and possible causes and solutions. More generally, we believe our 4-year graduation rates can improve, however, we do not have a complete understanding of potential curricular or other barriers. We plan to begin discussing this and developing an action plan.

## Graduate

For the period 2017-2022 doctoral students graduate on average in 6.63 years. Time to completion varies between concentrations, with Clinical students completing in 6.64 years (n=33) and Experimental students (Cognition, Brain, and Behavior and Evolution and Development) completing in 7.1 years (n=19). The total number of doctoral graduates from 2017 through 2022 is 52 (average of 10.4 per year). Total number of doctoral graduates and more detailed graduation and outcome data through 2022 are shown in Appendix #18 and Appendix #19.

The following graph illustrates the percentage of graduates (cumulative) who entered the Psychology doctoral program in 2012 as a function of year compared to UNM doctoral students as a whole.



## **SUMMARY**

## Key observations and trends for undergraduate student data

- Enrollments and headcount have remained steady in the context of decreases at UNM
- Psychology accounts for significant percentage of overall UNM headcount, enrollment, and student credit hours.
- Enrollment in our Accelerated Online Program is increasing rapidly
- Psychology serves a larger portion of Hispanic students compared to UNM
- Psychology majors are predominately female, and Psychology serves a larger portion of female students compared to UNM
- Retention data are comparable to overall UNM retention
- Graduation rates were increasing until our most recent data
- Graduation rates are lower than UNM and male graduation rate has decreased.

## Key observations and trends for graduate student data

- Graduate enrollments have remained steady
- Psychology accounts for about 5% of doctoral student enrollment at UNM.
- Time to completion has improved for Clinical and non-clinical students
- Graduate student retention and persistence surpass that of UNM as a whole.

## **4D:** Advisement Practices

#### Undergraduate Advisement

The department has three undergraduate advisors (see Criterion 6C) and a program specialist for our BAC concentration. They advise approximately 1800 undergraduate psychology majors, students who are considering psychology as a major, and transfer students. Specifically, our undergraduate advisors:

- 1. Provide academic consulting services to students, prospective students, and former students, including complex analysis and integration.
- 2. Resolve problems relating to curriculum, course prerequisites, and eligibility by referring to catalogues and other appropriate resource material or governance manual.
- 3. Receive and review transcripts to ensure eligibility for admission to a specific college or program including evaluation of transfer credits and applicability of academic credit to program requirements.
- 4. Advise on certification or licensure requirements; evaluate transcripts and course work to ensure student remains on career track.
- 5. Review student grade reports each semester to determine probation and/or suspension based on academic regulations of university; notify and place students on probation or suspension; return students to regular status after sufficient progress is made.
- 6. Coordinate with other organizational units to process admission and graduation requests and to aid in resolution of academic problems.
- 7. Review student files to ensure deadlines are met for completing various graduation requirements such as coursework requirements, theses, comprehensive examinations, and other specific program requirements.
- 8. Assist faculty advisement, athletic coaches, and/or other counseling personnel by providing records, evaluations, interpretations, and other requested data, recommendations, and conclusions.
- 9. Assist in advisement, admission, certification, and evaluation processes by performing supplemental administrative activities, such as securing requested information, verifying computerized data files, and preparing reports.
- 10. Assist in formulating procedures and making decisions involving the application of academic suspension regulations, as appropriate to the position.
- 11. Supervise lower graded staff and/or student employees; may participate in training and evaluative sessions and recommend methods to improve advisement activities.
- 12. Perform miscellaneous job-related duties as assigned.

### Graduate Advisement

The department employs a full-time graduate program coordinator, who tracks student progress and processes paperwork in collaboration with Graduate Studies. Additionally, the GPC updates the catalog and student handbook, processes assistantship contracts, and updates the webpage.

## **4E: Student Support Services**

### Associate Chairs

The department's organizational structure includes an Associate Chair for Undergraduate Education and an Associate Chair for Graduate Education whose duties include a range of

activities related to curriculum and student success. The Associate Chair duties include supporting students who may require one-on-one guidance and helping students navigate issues encountered in the program, such as disputes over grades or grievances.

## Accelerated Online Program

Students enrolled in the Psychology AOP program have access to dedicated AOP academic advisor trained to facilitate their degree progress and to connect them to important university resources. Next, the Coordinator of the Psychology AOP program manages AOP course scheduling with Psychology Department AOP instructors, the Psychology Department Scheduling Coordinator, and the Psychology AOP Advisor. The Coordinator of the Psychology AOP program tracks AOP enrollment patterns to ensure that course capacity limits don't restrict Psychology AOP students from enrolling in classes. Finally, the Coordinator of the Psychology AOP program serves as a liaison between Psychology AOP students and faculty teaching AOP courses.

## Advisement

- (a) Student Support Services provided by the department's student advisors entail:
  - In-Department Program Advisement:
    - o Probation/Suspension Student Initiatives
      - Educational Plan, Probation Contract
    - Workshops
      - Graduation Planning Workshops, Freshman Learning Workshops, Graduate School Information Sessions
  - Working in Conjunction with UNM on-campus resources (referrals):
    - Center for Academic Program Support (CAPS), Career Services, Student Health and Counseling (SHAC), Resource/Ethnic Centers, Accessibility Resource Center (ARC), One Stop and Enrollment Management

## <u>Psi Chi</u>

The National Honor Society in Psychology, is open to graduate and undergraduate students on campus who are studying psychology as one of their major interests and who meet the minimum qualifications. Psi Chi is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). The department assigns a faculty member to serve as coordinator and recognizes this service formally as departmental committee assignment.

### The Diversity Organization (DO!)

DO! is a Department of Psychology student-led group that seeks to celebrate diversity and contribute to an academic environment that is welcoming to all. The mission of DO! is to: (1) increase diversity among psychology students and faculty, (2) improve diversity and multicultural awareness, knowledge, and skills, (3) increase participation in cultural events, and (4) donate to a charitable organization. Dr. Steven Verney, who started this organization in 2007, and Dr. Kamilla Venner, serve as the faculty mentors.

### Graduate Association of Students in Psychology (GASP)

GASP is a student-led organization with elected officials who represent student interest in the department. This includes attendance at faculty and area meetings. Each year incoming doctoral

students are assigned a student mentor from the ranks of more senior students. These mentors help new graduate students navigate procedures and adjust to the graduate program

### **4F: Graduate Success**

#### Undergraduate Students

For the last APR and current APR, we conducted a survey of graduates; the results are presented in the following tables. The current columns represent graduates from 2017-2023.

Current Employment Status	LAST APR (2016)	CURRENT
Answer Choices	Responses	Responses
Employed full-time	57.18%	61.45%
Employed part-time	9.76%	8.36%
Internship (paid)	1.36%	1.09%
Internship (unpaid)	0.00%	0.7%
Unemployed, seeking employment	7.32%	5.09%
Unemployed, not seeking employment	2.44%	1.09%
Full-time Student (e.g., graduate student)	15.99%	19.27%
Disabled	0.81%	0.7%
Retired	0.27%	0.00%
Other	4.88%	3.45%
Total Responses	369	275

Highest Degree Earned	LAST APR (2016)	CURRENT
Answer Choices	Responses	Responses
Bachelors (BA, BS)	67.04%	56.28%
Masters (MA, MS, MSW)	13.41%	22.99%
Doctoral (Ph.D., Psy.D., Ed.D)	3.91%	2.92%
Currently in a graduate program	11.45%	15.32%
M.D.	0.84%	0.7%
J.D.	1.96%	0.7%
Other (please specify)	1.40%	1.09%
Total Responses	368	275

We consider employment and/or progression to advanced study (graduate school or professional school) as key markers of success. By this metric our graduates are successful, with

 $\sim$ 70% employed and an additional 19% pursuing graduate degrees. Only  $\sim$ 6% report being unemployed. There has been a modest improvement over the last APR for full- and part-time employment. For assessment of success, we do not constrain employment status to fields related to Psychology. Psychology is a broad discipline and graduates obtain employment in diverse fields. It is interesting that self-report of employment alignment with Psychology yields about 57% of respondents reporting that they are not employed in a Psychology-related field. A sampling of these responses included fields such as actor, lawyer, firefighter, police officer, and research coordinator. Of course, these certainly appear to be careers where a Psychology degree is beneficial. We note that other respondents in the same careers endorsed the statement that their careers are Psychology-related. We will discuss ways to improve our assessments to provide greater information about the contribution of the Psychology degree. Approximately, 75% of respondents report that their degree helped them obtain their employment.

There has also been an increase in graduates who pursue graduate degrees, with an almost 10% increase in graduates who have obtained a Master's degree. We also note that there was an increase in the percentage of students currently in graduate programs.

### Graduate Students

The table below lists the main categories of professional jobs for a sample of our doctoral students who graduated between 2010-present. These data were obtained either from our recent APA self-study and/or by emailing the graduates Of the 27 graduates for whom we have data, 19 of them (70.4%) were in either an academic or research position, which is in line with our program's goals.

## **Type of Professional Employment**

Tenure- stream faculty	Post- doctoral	Other Research (gov't or private)	Teaching (university)	Clinical practice	Other
7	5	7	1	5	2

# **Criterion 5. Faculty**

## **5A:** Composition

As of Fall 2023, there will be 25 tenure-stream faculty and 3 lecturers, and 2 research faculty (See Appendix #20 Faculty Credentials) for a complete listing of faculty and their credentials.

A link to all faculty vita is located <u>here</u>. As referenced earlier, links to faculty Google Scholar pages can be found in Appendix #6. For quick reference, a document containing brief summaries of faculty interests can be found in Appendix #21.

There are 22 tenured faculty and 3 Assistant Professors in the department. The tenured faculty include 10 Full Professors and 15 Associate Professors. All tenure-stream faculty hold doctoral degrees, primarily in Psychology or related discipline; one Full Professor who works in the area of neuroimaging holds a doctorate in Physics. Lecturers hold doctoral degrees or master's degrees in Psychology. Two current lecturers hold doctoral degrees from R1 institutions and one holds a Master's degree from an R1 institution.

We also typically have 10-12 part-time instructors (PTI) contributing to the Department's teaching mission. We are currently in the process of searching for on lecturer who will have spring 2024 start dates if they accept an offer of employment. Tenure-stream searches include a search for a Multicultural Psychologist and an open search for new faculty in the areas of *data science* and *neuroscience* as part of UNM's NIH First Award.

The following table provides a breakdown of faculty numbers by rank, ethnicity, and sex (\*We note that we utilize UNM demographic categories here).

	Sex	Lecturer	Assistant	Associate	Full
Hispanic	F		1		
Hispanic	М			1	
American Indian/Alaska Native	F			1	
American Indian/Alaska Native	М				1
White	F	1	1	2	5
White	М	1	1	8	4

The composition of continuing tenure-stream faculty is 40% female (60% male). In the last APR the faculty composition was 33.3% female. Tenure-stream faculty who separated from UNM since the last APR include 8 white males, 1 white female, and 1 Asian female. Since the last APR we have hired 1 Hispanic female, 1 white female, 3 white males).

#### Retirements and Separations

The following table lists the faculty who voluntarily separated or retired from UNM since 2016.

Name	Title	Area	Reason	Date
Harold Delaney	Full Professor	Quant	Retired	2016
Akaysha Tang	Associate Professor	CBB	Resigned	5/31/2016
Mike Dougher	Professor	Clinical	Retired	2016
Ron Yeo	Regents' Professor	Clinical	Retired	12/31/2017
Tim Goldsmith	Associate Professor	CBB	Retired	12/31/2017
Steve Gangestad	Distinguished Prof.	EvDev	Retired	12/31/2017
Kevin Vowles	Associate Professor	Clinical	Resigned	5/31/2019
Barbara McCrady	Distinguished Prof.	Clinical	Retired	5/31/2021
Gordon Hodge	Associate Professor	CBB	Retired	12/31/2021
Marco DelGiudice	Associate Professor	EvDev	Resigned	7/31/2023
Steve Alley	Principal Lecturer II		Retired	5/31/2023
Romina Angeleri	Lecturer III		Resigned	08/01/2023

Eight faculty retired from UNM since the last, including two Distinguished Professors. The four faculty who resigned all relocated internationally, and none sought counteroffers from UNM. Dr. Tang left UNM to take a position in China, her home country. Dr. Vowles left to take a position at Queen's University in Belfast; he came to UNM from the University of Bath in the UK in 2013. Dr. Del Giudice left the University of Turin in Italy to join the UNM faculty in 2015 as an Assistant Professor. His spouse, Dr. Angeleri, was hired as a Lecturer III. Dr. Del Giudice will begin a position at the University of Trieste, Italy, in August 2023.

#### Additions

At the time of the last APR there were 30 tenure-stream faculty in Psychology. At present there are 25. Four full-time tenure-stream faculty were hired as Assistant Professors since the last APR. Dr. Davood Tofighi (Quantitative) joined the faculty in 2017. Dr. Jeremy Hogeveen (Cognition, Brain, and Behavior) joined the faculty in 2018. Drs. Margo Hurlocker (Clinical) and Tania Reynolds (Evolutionary) joined the faculty in 2020. Dr. Grubbs (Associate Professor) will begin in Fall 2023 at 0.55 FTE, with the remainder of his effort allocated at CASAA.

#### Current Hiring

There were three lecturers at the time of the last APR. With two leaving UNM, we were approved to hire a lecturer who will begin in Fall 2023. An offer is pending as of July 28, 2023. The BAC director position is being converted from a staff position to a lecturer position, for a spring 2024 start date.

We are currently searching for an Assistant Professor in the area of Multicultural Psychology. This faculty member is most likely to be a member of the Clinical faculty.

UNM was recently awarded an NIH First grant (unmfirst.unm.edu). The University of New Mexico (UNM) FIRST program will hire a diverse cohort of early-career faculty in the areas of neuroscience and data science who are committed to diversity, equity, and inclusion. Our own Dr. Jane Ellen Smith is MPI with a faculty member from Biology, Dr. Irene Salinas. Dr. Katie Witkiewitz serves as the lead for the Assessment core with Dr. Margo Hurlocker as Co-

Investigator. Thirteen Psychology faculty with t expertise in data science and/or neuroscience have committed to serving as mentors for NIH First hires. Searches are underway and we anticipate that two of the nine individuals from the cluster hires will have academic homes in Psychology.

## Failed Searches and Recruitment Attempts

We attempted to hire a Hispanic female in 2019 for an open faculty position in Clinical Neuropsychology, who accepted a faculty position at Harvard. That search failed. We also attempted to recruit a senior female neuroscientist under UNM's Target of Opportunity program in 2019. We were unsuccessful largely due to factors out of our control : personal factors for the candidate and the low financial start-up contribution from UNM.

In 2022 we were approved to hire a female African American candidate as part of UNM's Inclusive Excellence Postdoctoral And Visiting Scholar (IEPDVS) Program. This program supports the hiring and mentoring of postdoctoral and visiting scholars from underrepresented groups, with the goal of preparing the candidate to take a faculty position at UNM. The candidate accepted a similar position at the University of Washington. Although the candidate was enthusiastic about joining UNM Psychology, some substantial differences between what UNM could offer compared to UW factored significantly in the candidate's submission. Principal among these were that UW guaranteed a tenure-stream position, whereas UNM requires the candidate to apply for an open position, and the transition to a tenure-stream position was more accelerated at UW than at UNM (which is unknown due to the uncertainty of when hiring will be approved).

In 2023, we extended an offer for our open search in Multicultural Psychology to a Native American female who is an Assistant Professor at a large state institution similar to UNM. The candidate was very enthusiastic about the department and UNM but had deep personal and professional ties to her home state and institution that resulted in her declining our offer. This search is currently active and will continue until the position is filled.

## 5B: Course-Load

Workload determinations are formalized in the Departmental Workload Policy (Appendix #2). Course-load for tenure-stream faculty is 2+2 (two courses per semester). For lecturers, course-load is 4:4 (four courses per semester). Research faculty do not have course-load expectations. The department has used these course-loads for many (> 20) years prior to the implementation of the CBA. We are certainly aware that some departments at UNM reduced course-loads from those formerly required by UNM when determining their new workload policy. The Chair performed a comprehensive analysis of our curriculum and determined that it was not possible for Psychology to reduce course-loads with the current number of faculty without compromising delivery of the curriculum to UNM students.

The Psychology workload policy describes the expected workload for the categories of teaching, scholarship/research, and service, and defines how contributions that go beyond expected workload will be compensated. The principal form of compensation is release from classroom teaching through the accrual of fractional course releases. Thus, the ultimate teaching load of individual faculty varies depending upon the totality of activities outlined in the workload policy. Our workload policy requires that all tenure-stream faculty teach at least one course per academic

year. Further, the Department Chair serves an administrative role at UNM, and as such is not a member of the collective bargaining unit or Union while serving as Chair. The Chair's course-load is set by agreement with the Dean of Arts and Sciences. Currently the Chair's course-load is two courses per academic year.

Procedures for assignment of faculty to courses begins with a call to Area Heads for the three departmental concentrations to draft assignments of faculty within the concentration, accounting for leaves or course buyouts and balancing delivery of curriculum (needs of the department) with teaching preferences of the faculty. Generally, faculty teach a mix of lower- and upper-division undergraduate courses and graduate courses. Exceptions include cases in which the faculty member's letter of offer places constraints on teaching load or content, the faculty member's annual performance review for teaching includes a rating of "Needs Improvement", or when the combination of course releases and buyouts results in a substantially reduced teaching load. Faculty are encouraged to offer special topics courses and we attempt to ensure that faculty teaching preferences for such courses are met. Final approval of course assignments resides with the Department Chair.

The faculty to student ratio (total faculty to total majors) has been consistently around 50 undergraduate students per faculty member, and 2.4 graduate students per faculty. For perspective, the mean for the College of Arts and Sciences for undergraduate students is 9.94 (median 5.77) and 2.46 (median 3.22) for graduate students.

Year (Spring & Fall)	Undergraduate	Graduate
2018	56.26	2.49
2019	56.01	2.44
2020	53.49	2.42
2021	50.87	2.52
2022	48.47	2.25

Student Majors: Faculty ratios (averaged for Fall and Spring of each calendar year) \* data from UNM MyReports, see Appendix #22, p. 13).

### 5C: Professional Development & Service

Faculty are involved in a variety of professional development and service activities at the National and International level. All faculty are members of one or more professional societies, and routinely hold major leadership roles in societies with missions related to their principal disciplines. These activities contribute to the reputation of the Department and contribute to the research fields of the faculty. The profile created by faculty engaging in visible public service also increases visibility of the Department and UNM to potential graduate students and professional collaborators.

What follows is merely <u>a small sampling of some</u> of the prominent professional service and community service examples include :

James Cavanagh : Consulting Editor: Cognitive, Affective and Behavioral Neuroscience

Kristina Ciesielski : Provided lectures in 2022 to Rio Rancho School Board Administration on anxiety in children post-COVID.

Vince Clark : For several years he has served as an advisor for the Science & Entertainment Exchange, National Academy of Sciences.

Sarah Erickson : For many years Dr. Erickson has acted as Director and supervisor for the UNM-Albuquerque Public School At-risk youth practicum which provides practica for UNM graduate students. It involves presentations to various APS stakeholders, participation in many APS community schools meetings

Derek Hamilton : 2015-2019, elected officer and President (2018-19) of the Fetal Alcohol Spectrum Disorders Study Group, and international organization affiliated with the Research Society on Alcohol (RSA). FASDSG provides a forum for graduate student talks and awards, along with funding for student travel.

Geoffrey Miller : Dr. Miller has been interviewed for 15 different podcasts with wide listenership. As of the writing of this document these interviews have been played over 500,000 times.

Bruce Smith : Dr. Smith is co-founded and co-leader of the Center for Applied Positive Psychology (CAPP) which will hold its annual conference at UNM in 2024. He also published a free workbook in the height of the pandemic titled Move From Surviving to Thriving: The Positive Psychology Workbook for Challenging Times which has been downloaded over 1700 times. It can be downloaded here <a href="https://digitalrepository.unm.edu/psyc\_fsp/1/">https://digitalrepository.unm.edu/psyc\_fsp/1/</a>

Davood Tofighi : serves as Associate Editor, Quantitative Psychology and Measurement (specialty section of Frontiers in Psychology and Frontiers in Applied Mathematics and Statistics).

David Witherington : in 2022 served as President of the Jean Piaget Society for the Study of Knowledge and Development. The society has an international, interdisciplinary membership of scholars, teachers and researchers interested in exploring the nature of the developmental construction of human knowledge.

Katie Witkiewitz : serves as Editor for *Psychology of Addictive Behaviors* and as Field Editor for Alcoholism : Clinical and Experimental Research

Elizabeth Yeater : served as President of APA Division 12 from 2016-2020 and served on accrediting review teams for PCSAS since 2021.

Additionally, the Department formally recognizes community engagement as a component of activities that are recognized for tenure and promotion, and acknowledging the significant time commitment required to engage with the community and to perform community engaged research

Within the Department, we have re-instantiated our Faculty Professional Growth and Development, which was put on a brief pause during the early stages of the pandemic so that faculty could focus on matters of higher acute priority. This committee identifies training opportunities, suggests colloquium speakers, and provides assessments of faculty professional development activities. The department foundation account (Yegge) provides essential funding for these activities.

#### Faculty mentoring

All non-tenured faculty are assigned a faculty mentor for research/scholarship and a faculty mentor for teaching/mentoring. These mentors provide guidance to non-tenured faculty and present the faculty members materials to the voting Psychology faculty for mid-probationary review and for Promotion and Tenure review. In addition to annual evaluations completed by all tenured faculty, non-tenured faculty receive peer teaching evaluations each semester from different faculty members. Non-tenured faculty meet semi-annually with the Department Chair to discuss challenges and to identify potential needs for support. Non-tenured faculty are also provided with information regarding orientations, workshops, and other resources provided through Advance at UNM (advance.unm.edu). The department also has a long-standing practice, also realized in our workload policy, that service expectations are reduced for non-tenured faculty.

As part of our efforts to recruit diverse postdoctoral scholars and faculty we have developed more detailed mentoring plans as part of our submissions to the aforementioned IEPDVS program (Appendix #23). This plan includes mentoring support for the candidate, as well as mentoring for mentors and Psychology faculty to promote the success of underrepresented and women faculty. Psychology also contributed to the mentoring and support plans for prospective hires through NIH UNM First grant which are represented in Appendix #24.

## Criterion 6. Research, Scholarship, & Service

## 6A: Policy & Faculty Workload

As described in section 5.B., workload expectations are outlined in the Departmental Workload Policy (Appendix #2). In brief, the expected workload is 40% allocation to research/scholarship and 20% to service. The Department also has additional policies that specify minimum research productivity expectations and annual review procedures that determine whether faculty meet expectations (see Appendix #1, regarding minimum productivity for annual evaluations).

With the implementation of the Collective Bargaining Agreement (CBA) and faculty Workload Policy, faculty who engage in certain activities that go beyond expectation in any category (teaching, research, service/administrative) receive fractional course releases that can accrue and be utilized in future years. The activities and the number of fractional releases that accrue are specified in the workload policy (Appendix #2, sections III.A and III.B). Among the recognized activities are the receipt of high research ranking within the Department based on the annual ratings of the Performance Review Committee. Faculty ranked 1-8 accrue 0.5 course releases. Faculty ranked 9-16 accrue 0.25 releases. This method replaced our prior practice of providing discretionary funds (\$2500), RA support, or course releases to 4 of the top 8 ranked faculty (this practice was ceased following the implementation of the CBA).

The Department Grant Mentoring Committee provides mentoring and guidance for faculty pursuing extramural research grants. This committee also reviews applications for within-department research awards (typically 2 awards annually of < \$10,000) that are provided by one of the Department's Endowed UNM Foundation Accounts (Grice).

All full-time faculty are assigned research spaces in Logan Hall (faculty with partial FTE in Psychology have primary research spaces at CASAA or the MIND Research Network (MRN). Shared research spaces – communal spaces. These spaces are described more fully in Appendices #25 and #26. Within Logan Hall there are communal research facilities the partially comprise the Psychology Clinical Neuroscience Center (PCNC) and the Logan Hall Animal Resource Facility (ARF). The details of the shared research spaces are described in Criterion 9 Facilities.

Professor Kent Kiehl, who holds a joint appointment between UNM and the Mind Research Network (MRN) coordinates allocation of MRN resources and start-up support for new faculty which includes support for neuroimaging scan time. MRN is a privately-owned not-for-profit organization separate from UNM, therefore, support for UNM faculty is not included in formal letters of offer but coordinated separately by Professor Kiehl and the incoming faculty member. Importantly, these resources are not available at UNM and have been instrumental in recruiting and supporting faculty in Psychology whose interests include application of functional and structural neuroimaging techniques, including Jim Cavanagh, Vince Clark, Jeremy Hogeveen, Claudia Tesche, and Katie Witkiewitz. A description of MRN resources can be found in Appendix #26.

All tenure-stream faculty and lecturers are required to serve on Department-level committees. Assignments are made by the Department Chair annually. Attempts to align assignments and

preferences are prioritized and balanced with Department needs. All tenured faculty are expected to Chair a Department-level committee. Full Professors are also expected to serve on College- and University-level committees. Exceptions to these expectations may occur under the Department's workload policy, including situations in which the faculty member voluntarily reduces their FTE or when faculty receive annual evaluation ratings of "Needs Improvement" for teaching or scholarship. In these cases, faculty are relieved of the requirement to Chair committees so that they may focus on addressing deficiencies in teaching and/or research.

### 6B: Scholarly & Creative Works

The principal metrics emphasized by the Department of Psychology to characterize scholarly activities and creative works are peer-reviewed publications, book chapters, books, grant proposals submitted and awarded, conference presentations, and invited talks. The Psychology faculty have a long history of dedication to dissemination of knowledge, primarily through publication of peer-reviewed articles in scholarly journals. The Department also considers faculty citation rates and journal impact factors as a component of evaluating the impact and quality of scholarship (though we recognize that these are not perfect predictors).

The following table includes the number of peer-reviewed publications for faculty by academic year.

Year	Peer reviewed publications
2017-18	156
2018-19	145
2019-20	150
2020-21	155
2021-22	145

We note that the productivity of the faculty has maintained at high level even with the retirement of several productivity faculty members.

The department also considers submitted and funded grant proposals a metric used to evaluate faculty productivity. Information on the number of submitted and funded grants is provided under 6C.

The following shows the current awards to faculty and staff in Psychology that are administered through the Department of Psychology.

PI	Agency	Grant Title		Including Revisions	Budget Start Date	Budget End Date
Brack, Molly M.	United Way of Central New Mexico	United Way Impact/Basic Needs	\$	47,000.00	07/01/2021	06/30/2022
Brack, Molly <mark>M.</mark>	United Way of Central New Mexico	United Way Capacity Building	s	15,000.00	07/01/2021	06/30/2022
Brack, Molly M.	Falling Colors Corporation	988 preparation project	s	30,000.00	07/01/2021	06/30/2023
irack, Molly M.	Falling Colors Corporation	Agora Youth Outreach	\$	57,238.00	12/01/2022	06/30/2023
Cavanagh, James F.	National Institutes of Health	A Novel Bench-to-Bedside Translatio	\$	1,835,475.00	03/14/2019	01/31/2024
Cavanagh, James F.	State University of Iowa	Prefrontal Cognitive and Speech in	\$	54,786.00	09/17/2021	06/30/2023
Clark, Benjamin	Florida State University	Cortical-hippocampal brain dynamics	\$	163,524.00	02/15/2021	01/31/2024
lark <mark>, Ben</mark> jamin	National Institutes of Health	Neural Basis of Spatial Memory Defi	s	644,510.00	02/22/2022	01/31/2024
Clark, Vincent P.	NeuroGeneces	Improved Memory During Sleep At Hom	s	49,148.00	06/01/2022	12/31/2023
Clark, Vincent P.	NeuroGeneces	Enhancing Cognitive Performance and	s	225,000.00	08/01/2022	02/01/2024
angestad, Steven W.	National Science Foundation	Women's Extended Sexuality: Functio	\$	147,138.00	09/15/2017	08/31/2023
angestad, Steven W.	National Science Foundation	Women's Extended Sexuality: Functio	\$	152,862.00	09/15/2017	08/31/2023
lamilton, Derek A.	MIND Research Network	Graduate Research Assistant Support	\$	1,299,702.68	08/01/2009	05/31/2023
amilton, Derek A.	University of Arkansas	Role of Neuroinflammation in FASD C	s	113,625.00	09/01/2020	08/31/2022
amilton, Derek A.	University of Arkansas	Role of Neuroinflammation in FASD C	\$	139,887.38	09/01/2018	08/31/2022
amilton, Derek A.	University of Arkansas	Role of Neuroinflammation in FASD C	S	113,625.00	09/01/2022	08/31/2023
logeveen, Jeremy P.	National Institutes of Health	Neurodevelopment of exploration and	s	593,919.00	05/05/2023	03/31/2024
łogeveen, Jeremy P.	National Science Foundation	CAREER: Time-resolved decoding of e	s	667,000.00	06/01/2023	05/31/2028
ewine, Jeffrey D.	Cures Within Reach	Reducing Oxidative Stress - A Major	s	39,999.00	01/11/2022	07/31/2023
ewine, Jeffrey D.	Cures Within Reach	Reducing Oxidative Stress - A Major	\$	10,000.00	01/11/2022	07/31/2023
ewine, Jeffrey D.	Cures Within Reach	Reducing Oxidative Stress - A Major	5	1,000.00	01/11/2022	07/31/2023
loyers, Theresa B.	Bernalillo County	INTERGOVERNMENTAL AGREEMENT FOR TRE	s	35,004.00	02/08/2022	06/30/2022
Noyers, Theresa B.	Bernalillo County	Service Contract with Department of	\$	35,000.00	07/01/2022	06/30/2023
anchez, Lilliana M.	National Institutes of Health	Rhythms of Hippocampal Function and	s	36,196.00	09/30/2022	09/30/2025
lemey, Steven P.	Pacific Institute for Research & Evaluat	Improving Native American Elder Acc	s	74,885.86	07/01/2015	06/30/2022
/emey, Steven P.	Washington State University	Bilingualism as a protective factor	s	12,228.00	04/01/2023	01/31/2028
Vitkiewitz, Katie A	Kaiser Foundation Research Institute	Patient-centered team-based primary	s	146,566.00	06/01/2020	05/31/2023
eater, Elizabeth A.	National Institutes of Health	Nexus of Risk: Sexual Assault, Alco	\$	638,155.00	05/05/2018	02/28/2023

\$ 7,378,473.92

Several Psychology faculty submit their grants through CASAA. The following lists grants awarded to Psychology faculty that are administered through CASAA.

#### CASAA Grants 2023

PI	Agency	Grant Title		Buaget Including Revisions	Budget Start Date	Budget End Date
Hurlocker, Margo C.	National Institutes of Health	Adapting intake procedures to impro	\$	173,889.00	07/01/2021	06/30/2024
McCrady, Barbara S.	National Institute on Alcohol Abuse and	Neurocognitive and Neruobehavioral	s	2,902,138.00	04/05/2018	03/31/2024
McCrady, Barbara S.	Medical University of South Carolina	Oxytocin to Enhance Alcohol Behavio	\$	148,981.00	09/20/2018	06/30/2023
McCrady, Barbara S.	National Institute on Alcohol Abuse and	Alcohol Research Training: Change	\$	443,062.00	07/01/2020	11/30/2021
McCrady, Barbara S.	National Institute on Alcohol Abuse and	Alcohol Research Training: Change	s	426,001.00	07/01/2020	06/30/2022
McCrady, Barbara S.	National Institute on Alcohol Abuse and	Alcohol Research Training: Change	\$	360,641.00	07/01/2020	06/30/2023
Tonigan, Jeff S.	National Institute on Alcohol Abuse and	Development of a Comprehensive and	S	1,523,692.00	01/01/2020	12/31/2023
Venner, Kamilla L.	Hennepin Healthcare Research Institute	Facebook Intervention for Preventin	s	10,684.00	04/15/2021	02/28/2022
Venner, Kamilla L.	Hennepin Healthcare Research Institute	Facebook Intervention for Preventin	s	11,620.00	04/15/2021	02/28/2023
Venner, Kamilla L.	Loyola University Chicago	Leveraging CDC Opioid Overdose Surv	S	64,694.00	04/22/2022	08/31/2023
Votaw, Victoria R.	National Institutes of Health	Validating Reward and Relief Drinki	s	76,956.00	03/05/2021	03/04/2023
Votaw, Victoria R.	National Institutes of Health	Validating Reward and Relief Drinki	s	.00	03/05/2021	03/04/2023
Witkiewitz, Katie A	National Institute on Alcohol Abuse and	Mechanisms of Behavior Change in Al	S	2,052,838.00	04/01/2017	03/31/2023
Witkiewitz, Katie A	Pacific University	Effects of Mindfulness-Based Resili	s	598,628.00	09/21/2018	08/31/2023
Witkiewitz, Katie A	National Institute on Alcohol Abuse and	Alcohol and Addiction Research Doma	\$	1,398,555.00	04/15/2019	03/31/2024
Witkiewitz, Katie A	National Institute on Drug Abuse	Integrated Treatment for Veterans w	s	890,360.00	09/30/2019	08/31/2022
Witkiewitz, Katie A	National Institute on Drug Abuse	Integrated Treatment for Veterans w	\$	685,885.00	09/30/2019	08/31/2022
Witkiewitz, Katie A	National Institute on Drug Abuse	Integrative Treatment for Achieving	\$	4,186,344.00	09/30/2021	07/31/2023
Witkiewitz, Katie A	The University of Tennessee Health Scien	Testing the Effects of Contingency	s	.00	09/20/2021	09/19/2024
			S	15,954,968.00		

Faculty may also submit grants through MRN if the principal research activities are at MRN. One faculty member (Kiehl) is an MRN-UNM Professor and submits his grants through MRN The following list represents his active grants.

7/1/22-6/30/27	NIH 1R01NS115852-01A1	\$4,324,570	ΡI
7/1/22-6/30/27	NIH 2R01DA026505-06	\$4,500,026	ΡI
12/01/18-11/30/23	NIH NIAAA; R01AA026290	\$4,400,000	MPI

#### Doctoral student research productivity metrics

Our doctoral students publish a large number of peer-reviewed articles each year. During the spring of each academic year, students report on the number of publications for the academic year. The following table provides the number of peer-reviewed publications published each year by students.

Year	Peer reviewed publications
2017-18	63
2018-19	63
2019-20	58
2020-21*	21
2021-22	68

\* We allowed students to submit information voluntarily during the first year of the pandemic and received only 13 submissions. Students also do a large number of presentations (posters) at

conferences (not listed). During the period since the last APR there were 6 NIH NRSA F31 recipients in the department.

#### **6C: Research Expenditures**

These data were obtained from the College of Arts and Sciences. We note that faculty in Psychology routinely submit their grants through CASAA or MRN (see below), therefore our awards and expenditures will appear lower than that of other similar departments at UNM.

	DEPARTMENT OF PSYCHOLOGY RESEARCH EXPENDITURES					
	Proposals		Awards			
	Number	Amount	Number	Amount	Expenditures	Generated F&A
FY19	22	5,550,985.00	17	2,058,043.75	1,827,489.94	409,248.48
FY20	13	2,149,737.00	16	1,046,077.03	2,002,004.63	407,126.77
FY21	19	7,320,596.00	15	906,679.79	1,460,710.79	325,494.25
FY22	22	15,552,955.00	15	1,141,511.39	1,092,726.98	274,010.26
FY23	14	6,563,968.76	11	8,359,797.68	1,200,943.96	347,224.70

#### 6D: Collaborations & External Partnerships

The Department has close ties to two centers and institutes : CASAA and MRN.

*Center on Alcohol, Substance Use, and Addictions* : CASAA is a UNM Category III center under the organizational umbrella of UNM's Office of Research. The Department has a long relationship with CASAA dating back to its inception in the early 1990s. In fact, all Directors of CASAA have been tenure-stream or research faculty members in Psychology. This includes three Distinguished Professors (William Miller, Barbara McCrady, Katie Witkiewitz. Several faculty members conduct their research under the auspices of CASAA and routinely submit grant proposals through CASAA (see above).

*Mind Research Network*: The Department has a long-standing relationship with MRN dating back to the late 1990s. There is a joint-professorship agreement which supports both MRN and Psychology in attracting excellent researchers to UNM. Over the years there have been 6 faculty in Psychology who have held joint appointments or high-level administrative positions at MRN concurrent with their faculty appointment in Psychology. At present there is one MRN-UNM Professor, Dr. Kent Kiehl.

Several Psychology faculty maintain scholarly collaborations with faculty in other departments at UNM main campus and the Health Sciences Center (HSC), including Speech and Hearing Sciences, Anthropology, Neurosciences (HSC), Economics, School of Public Health. Psychiatry and Behavioral Sciences (HSC), Pediatrics (HSC).

Several faculty are also active in community engaged research. We highlight two examples of faculty research projects that involve significant community engagement.

Associate Professor Kamilla Venner uses community engaged approaches to bridge the best from Western science and Indigenous healing to improve the tremendous Indigenous substance-related health inequities. In 2018, she led a National Institute on Drug Abuse funded meeting to learn of American Indian/Alaska Native perspectives on medications to treat opioid use disorder and found many barriers unless it is culturally centered. She is a co-lead (Multiple Principal Investigator/MPI) for a National Institute on Drug Abuse Clinical Trials Network grant to culturally center medication treatment for opioid use disorder and test its implementation in four programs in four states serving AI/AN clients. She is also a MPI for an R61 to geocode New Mexico State data and integrate it with Indian Health Service for correct identification of American Indian/Alaska Natives to ascertain the correct prevalence of opioid overdose with and without mortality. Finally, Dr. Venner is a co-lead on a grant to culturally center screening and brief intervention for comorbid opioid use problems and chronic pain in three programs serving American Indian clients.

Professor Steve Verney is a co-investigator for The Transdisciplinary Research, Equity, and Engagement (TREE) Center, which is one of 12 research centers funded by the National Center on Minority Health and Health Disparities Centers of Excellence program. The TREE Center is a partner in NIMHD's mission to lead scientific research to improve minority health and reduce health disparities, promote the training of a diverse research workforce, disseminate research findings and foster innovative collaborations and partnerships. This collaborative work has focused on health equity intervention research that utilizes community-engaged and transdisciplinary team science. The TREE Center is dedicated to preparing the next generations of scholars of color to co-create knowledge for healing, social change and advancing health equity. Research focuses on the social determinants of behavioral health and comorbid conditions, including adverse childhood experiences (ACEs), suicide, historical trauma and the intersectional effects of poverty, discrimination and lack of access to health care. Approaches draw from community and academic knowledge to test interventions at multiple levels – ranging from the individual to family, community, organizations, systems and policy.

### **6E:** Student Opportunities.

Graduate students often publish with their faculty mentors or other faculty at UNM (see above).

Faculty may also provide financial support for student research in the form of student awards. The department typically provides \$1000 annually for student travel and/or research expenditures.

Annual Psychology Research Day provides a forum for graduate and undergraduate presentations, including poster presentations and talks. The department hosts bi-weekly colloquia open to all students. Clinical doctoral students and first-year graduate students are required to attend. Beginning in 2020 we utilized Zoom to conduct colloquia. Zoom attendance remains an option for all in-person colloquia. The department also hosts other colloquia, including the Quad-L lecture and annual Research Day colloquia. A complete list of colloquia in the department over the past 5 years is provided in Appendix #7.

Undergraduate students are eligible to enroll in PSY 499 (undergraduate problems) to engage in independent study with a Psychology faculty member.

The Psychology Honors program emphasizes research experience. Honors students apply in year 2 and are admitted for years 3-4. Honors students propose an original project and conduct research with a faculty mentor. Typical class sizes range from 8-15 students.

Faculty also serve as mentors for undergraduate Ronald E. McNair scholars at UNM.

## **Criterion 7. Peer Comparisons**

## 7A: Analysis

General program data for multiple peer comparisons can be found in Appendix #27. For more detailed comparisons with three programs we have selected The University of Missouri (Columbia), The University of Texas at El Paso, and Arizona State University. All three are public institutions with doctoral programs in Psychology (or similarly named) and are classified as Carnegie R1 universities. Where possible, detailed graduate admissions data are provided.

The University of Missouri (Columbia) is a large, public, flagship university located in a midwestern state. 2022-23 undergraduate enrollment is 23,752 with a total enrollment of 21,318. The composition of the undergraduate enrollment by racial/ethnic category is 77.8% White, non-Hispanic, 5.4% Hispanic, 5.34% Black or African American, 4.5% multiple category, 2.7% Asian, 0.1% American Indian or Alaska Native and 0.1% Native Hawaiian or Pacific Islander. The Department of Psychological Sciences offers BA and BS degrees and a minor in Psychological Sciences. Two certificates are offered in Addictions and Neuroscience. An online degree program is offered in collaboration with the University of Missouri St. Louis. There are 1221 Psychology majors. The doctoral program provides training in 5 concentrations : Clinical, Cognition and Neuroscience, Developmental, Quantitative, and Social/Personality. Students can also pursue a minor in Psychological Statistics and Methods or a certificate in Lifespan Development. The Clinical doctoral program is accredited by APA and PCSAS and is a member of the Academy of Psychological Clinical Science. There are 34 tenure-stream faculty, with 23 Full Professors, 10 Associate Professors, and 4 Assistant Professors. Interests of faculty are aligned with doctoral concentrations : 6 in Social/Personality, 13 in Clinical, 12 in Cognition and Neuroscience, 7 in Developmental, 5 in Quantitative. There are also 5 Assistant or Associate Teaching Professors, 3 Assistant Associate Clinical Professors, 1 Instructor, and 2 Assistant or Associate Research Professors. The composition of the faculty is 67% male (25/37). There are 73 graduate students enrolled in the doctoral program. Graduate admissions and enrollment data were obtained from the University of Missouri graduate data portal https://gradschool.missouri.edu/graduate-programstatistics/. From 2018-2022 Missouri's doctoral program in Psychology received 163-231 applications (mean 188), admitted 12-17 applicants (mean 14.2), and enrolled 11-13 students (mean 12.2). Of those admitted 16.4% (10/61) were from underrepresented minority groups (mean 2.2/year). From 2018-2022 a total of 53 doctoral degrees were awarded with a mean time to completion of 6.33 years.

<u>The University of Texas El Paso (UTEP)</u> is a public research university located in a large southwestern US city. Like UNM, UTEP is a Hispanic serving institution (84% of the student body) and is a Carnegie R1 institution. Total enrollment is 23,880. The Psychology Department is administered through the College of Liberal Arts. UTEP Psychology offers B.A. and B.S. degrees as well as a B.S. in Neuroscience, something UNM Psychology will discuss implementing in the future. There are over 1000 undergraduate major in Psychology. UTEP Psychology offers several graduate degrees, including an M.A. in Clinical Psychology, an M.A. in Experimental Psychology, and doctoral degrees in one of five concentrations. Behavioral Neuroscience, Bilingualism, Language and Cognition, Health Psychology, Legal Psychology. Social Psychology. There are approximately 50 graduate students enrolled in UTEP's graduate programs. There are 22 tenure

stream faculty with research interests aligned with the doctoral concentrations and clinical psychology (3-4 faculty in each area of interest). The faculty is composed of 11 Full Professors, 5 Associate Professors, and 6 Assistant Professors. We note that several of UTEPs' Psychology faculty hold high level administrative positions including a Dean of Graduate Studies, member of Provost administration, and Associate Vice President for Research. The composition of the faculty is 55% female (12/22).

<u>Arizona State University</u> is a public research university located in a large southwestern metropolitan area. It is a Hispanic serving institution and is designated a Carnegie R1 institution. ASU has a very large enrollment (over 128,000), and over 3,300 undergraduate Psychology majors. The Psychology Department is administered through ASU's College of Liberal Arts and Sciences.

ASU Psychology offers 4 undergraduate degree programs.

- BA Psychology
- BS Psychology
- BS Psychological Science
- BS Neuroscience

ASU Psychology also offer an Accelerated Online Neuroscience BS and an Online degree program in Psychology. The former is controlled by the Psychology faculty, and the latter is controlled by ASU's online degree programs office. ASU offers three Master's degrees (MS in Addiction Psychology, MS in Applied Behavior Analysis, and MA in Political Psychology.

A certificate in Addiction and Substance-Use Related Disorders. ASU offers doctoral degrees in Psychology in one of 6 concentrations :

- Behavioral neuroscience and comparative psychology
- Clinical psychology
- Cognitive science
- Developmental psychology
- Quantitative research methods
- Social psychology

There are a total of 96 doctoral students in Psychology at ASU. There are 14 Clinical faculty (about 25% of the faculty). The Clinical doctoral program is accredited by APA and PCSAS and is a member of the Academy of Psychological Clinical Science. ASU Psychology has 58 tenure-stream faculty with interests aligned with doctoral concentrations. There are 34 Full Professors, 12 Associate Professors, 12 Assistant Professors. The faculty are 50% female. There are 8 Research Professors. ASU Psychology also employs 15 teaching faculty (lecturers and instructors).

## Summary

There are several prominent similarities between our program and those of the comparison institutions described above, which are all large public research universities and designated as R1 institutions. Like UTEP and ASU, UNM is a Hispanic serving institution located in the southwest.

All programs have doctoral programs, although UTEP does not offer a clinical doctoral degree. Like Missouri and ASU, our clinical doctoral program is accredited by APA and PCSAS and is a member of the Academy of Psychological Clinical Science. Although Missouri is not an HSI, in many respects our department is very similar. The faculty size is similar, as is the undergraduate and graduate student body. The programs and accreditations for the clinical program are also similar. ASU is much larger in terms of faculty and student numbers. Across the board, faculty to student ratios are high and comparable (roughly ~50 for all institutions). UNM Psychology has 3 more tenure-stream faculty than UTEP and serves ~20% more undergraduate and graduate students. Missouri serves a similar number of students and programs with 12 more tenure-stream faculty and a number of additional teaching faculty. ASU Psychology has 33 more (132%) tenurestream faculty with roughly double the number of undergraduate students. We note that the student: faculty ratio of UNM Psychology is ~50 for undergraduate students. While significantly larger than many other units at UNM, this is comparable to many other Psychology departments nationwide. While we cannot be certain that increasing our faculty numbers will increase enrollment, it is more certain that if we continue losing faculty to retirement or departure without rapid replacement that our ability to deliver our curriculum and serve students will decrease, or faculty will be teaching larger class sizes with additional workload without additional compensation.

One significant difference and potential area of growth in undergraduate programs is in the area of neuroscience. Both ASU and UTEP Psychology offer undergraduate degrees in Neuroscience, and ASU offers an accelerated online Neuroscience program. UNM Psychology does not offer such a program, however, we are aware that there is student interest in a Neuroscience degree which we will be discussing as a faculty soon. In addition to being a central topic of interest in our department, we also recognize that we may be missing an opportunity to prepare our students for careers in Neuroscience but may lose students to other programs offering this type of degree. We are particularly well-positioned to deliver this program. We have 10 faculty with interests in Neuroscience and already offer a wide range of courses on the topic

Regarding online degrees, both ASU and Missouri offer online degree programs in Psychology. Both programs, however, are not managed and delivered by Psychology faculty. ASU Psychology, perhaps recognizing the importance of faculty involvement, has chosen to administer their new accelerated online Neuroscience program. What makes our AOP degree in Psychology unique is our commitment that only Psychology faculty (tenure-stream and lecturers) will serve as instructors of record for AOP courses. This ensures quality as well as close intellectual interaction with UNM faculty. We believe this is an important feature of our program that highlights our commitment to quality instruction and student success in online programs.

## **Criterion 8. Resources & Planning**

The unit should demonstrate effective use of resources and institutional support to carry out its mission and achieve its goals.

**8A: Budget** *Provide an analysis of the unit's budget, including support received from the institution and external funding sources.* 

 Include a discussion of how alternative avenues (i.e., summer bridge programs, course fees, differential tuition, etc.) have been explored to generate additional revenue to maintain the quality of the unit's degree/certificate program(s) and courses.

The principal elements of the budget controlled by the department (i.e., exclusive of salaries) are

- 1) Operating budget (I&G) funds
- 2) Course buy-out
- 3) Indirect return (F&A) on grants
- 4) Revenue generated from our Accelerated Online Program (AOP)
- 5) Foundation accounts

The table below lists the department's operating budget and cuts over the past 7 fiscal years. The department's operating budget has been reduced by 28.72% (\$29,178). These cuts have been addressed through largely eliminating recurring telecom costs (most faculty no longer have phones or voicemail) and backfilling the remaining gap by allocating other financial resources as needed.

DEPARTMENT OF PSYCHOLOGY I & G Operating Budget Fiscal Years 2017-2023			
Fiscal Year	Budget	Travel Funds	Rescissions
FY 2016-2017	\$101,566	\$5481	
FY 2017-2018	\$84,613	*	\$16,953
FY 2018-2019	\$84,613	*	
FY 2019-2020	\$80,431	*	\$4,182
FY 2020-2021	\$80,431	*	
FY 2021-2022	\$72,388	*	\$8,043
FY 2022-2023	\$72 <i>,</i> 388	*	

Course buy-out (CBO) distributions to department by year (\* we experienced reductions due to COVID in 2020, and a 50% reduction in CBO allocations due to changes in the model at the College of Arts and Sciences).

2019 –\$109,741.48 2020 –\$86,680.38 2021 –\$72,698.93 2022 –\$36,185.94 2023 –\$41,537.64 2024 – Pending Indirect return (F&A) to the department by year (\* in 2020, an MOU that included 100% return of college indirect return to the Psychology Clinical Neuroscience ended.)

2019 - \$62.550.86 2020 - \$31,808.91 2021 - \$22,573.85 2022 - \$18,312.62 2023 - \$29,903.11

Accelerated Online Program Distribution to the department by term

AOP Distributions		
Summer 17		
Fall 17	\$	14,849.00
Spring 18	\$	29,636.00
	\$	44,485.00
	4	
Summer 18	Ş	8,719.00
Fall 18	Ş	60,066.00
Spring 19	Ş	/5,/05.00
	\$	144,490.00
	4	
Summer 19	Ş	6,698.00
Fall 19	Ş	63,349.00
Spring 20	Ş	/1,814.00
	\$	141,861.00
Summer 20	¢	9 191 95
Fall 20	Ś	106,989,00
Spring 21	\$	145,436.00
	\$	261,616.95
Summer 21	\$	22,319.00
Fall 21	\$	127,074.00
Spring 22	\$	115,124.00
	\$	264,517.00
Summer 22	\$	11,959.00
Fall 22	\$	213,251.00
Spring 23	Pending	
	\$	225,210.00

AOP funding has been critical for helping backfill the budget gaps left by the FY2021 budget cuts. Allocation of TA/GA funding from the College of Arts and Sciences typically leaves an additional gap of \$40,000-\$60,000 each year, which we fill with AOP funds. AOP funds are also utilized to raise TA/GA stipends, to provide research and travel funds for faculty and students, retention of staff, start-up costs for faculty, and facilities and infrastructure improvements.

In addition, the department receives \$20,000 annually from MRN per the MRN-UNM Professorship agreement.

### Foundation Accounts

The Psychology Department is the recipient of funds from 19 foundation accounts established at UNM Foundation by individual donors to support specific activities in the department (e.g., colloquia, student awards, or endowed faculty positions) or by the department to facilitate donations to other activities and goals established by the department. The foundation accounts are described below.

#### Barbara Goldman Garland Memorial Scholarship #601570

Barbara Goldman Garland Memorial Scholarship supports a graduate student in the Department of Psychology who is pursuing an advanced degree in counseling, preferably interested in Teen Counseling.

#### Grice - Graduate Fellowships in Psychology #607860

The Graduate Fellowships in Psychology award supports recruitment of the most outstanding students for the Department of Psychology within the College of Arts and Sciences.

#### Grice - Psychology Graduate Student Support #607850

The Psychology Graduate Student Support award provides financial aid in covering student tuition for graduate students supported through funding mechanisms that do not cover tuition for students in the Department of Psychology within the College of Arts and Sciences.

#### Grice - Research Enhancement for Faculty Projects in Psychology #607840

The purpose of this award is to provide matching funds for grants and generating pilot data for grant applicants submitted by Faculty of the Department of Psychology within the College of Arts and Sciences.

#### Sidney Rosenblum Award Fund #621530

The Sidney Rosenblum is awarded annually to a graduate student who shows excellence in child and/or family clinical psychology or research.

#### **Rachel Dowler Award**

The fund was established in loving memory of Rachel Nicole Dowler by her family and friends to provide awards for Honor Students in the Department of Psychology.

### Benjamin Franklin Haught Memorial Research

The **Haught Distinguished Graduate Lecture award** is chosen by a special award committee and announced in April of each year. The awardee, a doctoral candidate (post-masters) present a public lecture describing and discussing his/her research finds in a study or series of studies. The

**Benjamin Franklin Haught Memorial Scholarship** is awarded to a doctoral candidate in Summer. Each award is made to a student who has formally been advanced to candidacy for the doctoral degree after having completed his or her comprehensive examination, and who has established an outstanding record of research.

#### Psychology Chairman's Fund #200119

The Psychology Chairman's fund is used to support and enhance the operation of the Psychology department at the discretion of the chair.

#### Agora – UNM Crisis Center #201054

Agora provides compassionate, free, confidential, help to anyone in need of emotional support. Services include talk-line, walk-in clinic, online emotional support (chat), volunteer opportunities and community education. Agora is one of the oldest crisis centers in the nation and is part of the National Suicide Prevention Lifeline Network as well as <u>www.CrisisChat.org</u>. Agora is also the host of the NM Youth Suicide Prevention crisis line. For more information, or to volunteer, go to <u>www.AgoraCares.org</u>.

#### Logan (QUAD-L) Endowment

The principal purpose of the Fund is to provide maintenance of the Logan Literature of Learning Library (Quad-L) and related projects. The general purpose is to foster research and research training in Natural Science approaches to Learning/Motivation, Memory, and Cognition.

### **Collegiate Recovery Center Fund**

The UNM Collegiate Recovery Center is dedicated to supporting all students in recovery from addiction, at any point on their journey. We offer a safe space for students in (and seeking) recovery to participate in programming and services specific to their needs and to interact with those who share their experience. We are here to support UNM students, so they never have to choose between their recovery and their education.

#### **Medical Cannabis Research**

The Medical Cannabis Research Fund supports scientifically valid and unbiased research on medical Cannabis at The University of New Mexico. Donations made to this fund are used to support the direct costs of a wide variety of social sciences and biomedical studies seeking to measure the safety and efficacy of using medical Cannabis as a pharmacological agent. Findings from these multi-disciplinary investigations are intended to generate basic and clinical knowledge, educate patients and physicians, and help inform regulation and use of medical Cannabis.

#### Sandia Casino Responsible Gaming

Sandia Resort and Casino (<u>www.knowyourlimits.life</u>) is dedicated to promoting responsible gaming. In that spirit, the Sandia Casino Responsible Gaming Scholarship in Psychology was established in 2018. The fund provides scholarships for graduate students at the UNM Psychology

Department to conduct addiction disorder related research. Since its inception, 22 students have received funding. As of 2022, each year five graduate students receive funding of \$5000 each.

### Bertha Melgoza, PhD Clinical Psychology Fund

The Bertha Melgoza, PhD Clinical Psychology Fund is awarded to a graduate student in the Department of Psychology's Clinical Program who demonstrates outstanding promise in research, clinical work, or both. Established to honor an accomplished and recognized graduate of UNM, this fund also seeks to encourage additional donations.

#### David J. Smith Graduate Award

The David J. Smith award supports clinical graduate students within the Department of Psychology working with adults.

#### Fedoravicius Clinical Psychology Fund

The Dr. Al S. Fedoravicius Clinical Psychology Fund is awarded to PhD candidates in the Department of Psychology's Clinical Program who have successfully completed their first year in their graduate program as well as an internship as part of their program. It was established by his wife Toby M. Fedoravicius to honor his career as a clinical psychologist who enjoyed working with veterans, the underprivileged, and teaching. This fund encourages additional donations to support graduate students.

#### Anne Yegge Endowed Faculty Fund

The funds will initially be used to support faculty development. Over the next few years, the endowment will increase to a level that can support an endowed faculty position.

#### Frances Everett Letchworth Psychology Student Support Fund

This award is for graduate students in psychology. Although there is a preference for students who are studying/researching child psychology, it is not a requirement.

### Kim M. Larranaga Memorial Scholarship for UNM Staff

Funds will be used to support UNM staff members with their academic endeavors such as tuition, course fees, and book costs that tuition remission cannot cover.
# 8B: Staff

TITLE	NAME	FTE	DUTIES
Department Administrator	Trish Aragon- Mascarenas	1.0	Oversees daily functions of department, budgetary oversight, and staff supervision. Responsible for implementing policy & procedures for UNM, A&S, HR, OAP, & the department. In charge of processing hires: Faculty, Post-Doc, staff, & student employees; Manage faculty contracts & Letters of Academic Title. Oversee department budget/ fiscal approvals; Space allocation (space survey). Payroll approver & Building Coordinator (remodels & emergency plans).
Scheduling Coordinator	Sarah Joe	1.0	Responsible for department schedule of classes: builds dept. schedule of classes, instructor records, enrollment data, SCH reporting, course modality & process changes to schedule, EvalKit reports (student course evaluations) and assist in the processing of Peer Teaching Evaluations. Coordinate department special events: convocation, recognition events, research day, honors symposium, colloquiums and lecture series (Haught, Quad-L). Manages department social Media and dept TV displays. Maintains faculty publications and bio sketches, CV's and syllabi records. Manages department listserv(s). Assists with department Newsletter production, Annual Reports and other reports as needed (APR)
Administrative Assistant III	Lori Chavez- Morris	1.0	In charge of main office operations & reception. Manages the AV/Copy room (student employee supervision). Building Coordinator (Facility work orders). Issuance of Dept Key/Prox authorization (DKA) and management of DKA records; maintains office supplies, mail distribution (FedEx), Department Rosters, and process Department Inventory Control
Accountant II	Nicole Torres	1.0	Manages department fiscal operations: Grants, operating budget, AOP, Foundation Accounts, tuition awards, & travel. Ensures fiscal transactions are processed: reimbursements, purchases, labor distributions and budgetary reporting.

Senior Fiscal Tech	Rae Ramirez	1.0	Post-award grant account management, faculty start- up & overhead. Process reimbursements, travel, & purchases. Labor distributions and summer research.
ADVISEMENT	STAFF		
Sr. Academic Advisor - Graduate Program	VACANT	1.0	Responsible for knowing/implementing graduate program procedures & policies, & student-related departmental & university regulations. Is in charge of webpage updates, catalog/curriculum changes, reports & surveys (e.g., APA, Petersons). Processes OGS forms, assistantship contracts, and admissions data. Serves as OGS Liaison. Operates the psychgrad listserv, & oversees the undergraduate advisors.
Sr. Academic Advisors – Undergraduate Program	Debra Nieto 2 VACANT	3.0	Provides academic advisement (e.g., course planning) & support to undergraduate students; Conducts new student orientations for psychology. Processes academic holds & graduation verification. Undergraduate student data and recruitment. Operates the psych_advise-listserv.
PCNC		•	
PCNC Program Manager	VACANT	.50	Manages and oversees the administrative and daily operations of the PCNC.
Mgr, IT Svcs	Hussein Al- Azzawi	.25	Provides Systems support to the PCNC and manages server and data storage
Research Techs (2)	Mason Briggs (Clark-V) Penelope Kehrer (Cavanagh)	2.0	Support PI with ADV subject, grant data, and other research duties
Research Assistant Staff (3)	Margaret Austin (Hogeveen) Kehiry Trejo Rico (Clark-B) Manar Al- Nouman (Hogeveen)	3.0	Support PI with subject, grant data, and other research duties
ANIMAL RESEAR		F	
Veterinarian, Director ARF	Tara Konecny	.10	Provides Veterinarian services for ARF

Manager ARF facilities	Gilbert Borunda	1.0	Oversees the day-to-day operations of a standard animal research facility; ensures compliance with local, state, and federal regulations and guidelines in all animal research laboratories within area of responsibility. Educates and trains others in the proper care, treatment, and use of animals in research. Chemical inventory				
Sr. Lab Animal Tech	Sean Bilberry	1.0	Provides a wide range of husbandry care for a variety of animal species. Conducts standardized testing and research data collection activities. Assists veterinarian in animal treatment techniques and procedures as appropriate.				
PSYCHOLOGY	Y CLINIC STAFE	7					
Lynette Abrams- Silva	Psychology Clinic Director	1.0	Manages day-to-day operations of the Psychology Outpatient Training Clinic.				
Gloria Ortiz	Academic Coordinator	1.0	Oversees fiscal and administrative operations of the Psychology Clinic. Assist Director. Manages graduate clinical students documents and hours.				
AGORA STAFF	·		•				
AGORA Director	Dasie Kent	1.0	Manages day-to-day operations of the AGORA crisis center. Seeks grants and community sponsorship. Supervises Agora staff, student employees, and volunteers				
Program Specialist	VACANT	1.0	Assist Director with operations, trains and supervises student employees and volunteers.				

We note two significant changes in staff composition. In 2021, our pre-award staff member left UNM for a remote position with Stanford. The pre-award staff support in the department was not approved for hire, and pre-award services have been served by staff in the College of Arts and Sciences. We shifted our focus to providing post-award support for faculty in the department. Unfortunately, we lost a Sr. Fiscal technician recently to another unit. Fortunately, we did successfully add an experienced Accountant (Torres) in August 2023. This is the first time in many years (over 10) that we have had an Accountant in the department. Our goal is to have a three-member team consisting of an Accountant and two fiscal technicians to provide support for faculty awards, purchasing, budget, and foundation accounts.

As a large department, even a temporary loss of staff can have profound effects on the day-to-day operations of the department, negatively affecting staff, faculty, and students. Competition with other units at UNM and other institutions represents a prominent challenge to staffing. As noted, we lost a valued pre-award staff-member to another out-of-state institution that pays significantly more and promised remote work without relocation to California. Within UNM, however, potential

loss of staff to other units has resulted in retention offers and salary increases (covered by AOP funds), and in some cases we have still lost staff to other units. Of course, some moves within UNM are not lateral and are aligned with career goals of the staff, however, we note another potential factor that we believe will persist if not addressed at higher administrative levels. We have recognized that equity in compensation within grade is emphasized in approval for hiring and retention requests at higher levels, even when the department is covering the costs. This means we must compete with other units that have fewer faculty, graduate students, and undergraduate students with roughly the same salary. The challenge is that staff recognize that they could work in a staff position at the same grade in another unit with a lighter workload for the same salary. In recent cases, we have requested reasonable salary increases using UNM's own internal planning system and still received feedback that requested salaries should be reduced to avoid inequity across units. We have expressed our concerns about this dynamic and will continue to do so as we search for to fill current vacant staff positions.

#### 8C: Advisory Board.

The Department does not have an advisory board.

# **Criterion 9. Facilities**

The unit facilities should be adequately utilized to support student learning, as well as scholarly/research activities.

**9A: Current Space** *Provide an updated listing from UNM's current space management system of the spaces assigned to your unit (e.g., offices, conference rooms, classrooms, laboratories, computing facilities, research space, etc.). Discuss the unit's ability to meet academic requirements with current facilities.* 

The departmental facilities and the space allocated for the Psychology Clinic and AGORA has not changed since the last APR.

# Logan Hall (Department of Psychology)

The Psychology Department is located in Logan Hall on the southwest edge of the University of New Mexico's main campus. This 55,334 square foot, three-story building is comprised of faculty, staff and graduate student office space, four small classrooms (which have caps of 14, 19, 24, and 40 students), a graduate student computer lab/classroom (cap of 14), a small library/seminar room (cap of 14), and both human research and animal research lab space. Our conference room doubles as the largest of our classrooms (noted above). We also have an AV/Copy Room. Logan Hall was completed in the Fall of 1972.

The Psychology Department has 29 faculty offices (including the three lecturers') located on the 1<sup>st</sup> floor, and an office for the Director of the PCNC on the 2<sup>nd</sup> floor. On average, faculty offices are approximately 124 sq. ft. We have eight staff offices and two workstations in the main office on the 1<sup>st</sup> floor. Our regular advisement staff occupies three offices, with two of them only 64 sq. ft. Our three undergraduate advisors share two offices. Our BAC program advisor's office is 67 sq. ft. Advisement positions require space large enough for meetings with students on a regular basis. Importantly, these meetings require privacy per FERPA, and sometimes involve meetings with more than one individual. Currently our advisement space is not wheelchair accessible.

Our Sr. Fiscal Technician and Accountant have offices that range in size from 66 - 120 sq. ft. Our IT staff had to be moved in 2014 from the 1<sup>st</sup> floor, per the NM State Fire Marshal, as their office space was not even 60 sq. ft. They were relocated to the basement, which is a considerable distance away from the staff and faculty offices. Their current office/workspaces are 82-91 sq. ft. In fact, this same 2014 fire marshal report notified us that a large number of our offices (graduate students, staff) did not comply with the state code, given that they were less than the minimum requirement of 100 sq. ft.

The second floor of Logan Hall also houses the Psychology Clinical Neuroscience Center (PCNC), a category 1 center and an Animal Resource Facility (ARF). Each is described below.

# Psychology Clinical Neuroscience Center (PCNC)

In May 2010 the Psychology Department was awarded a grant from NIH for almost \$5,000,000 as part of the Recovery Act Limited Competition: Core Facility Renovation, Repair, and

Improvement. The funds were used to renovate the Psychology Department's outdated neuroscience research space into a state-of-the-art Clinical Neuroscience Center facility, now known as the Psychology Clinical Neuroscience Center (PCNC). The PCNC is a Category-I center in the Department of Psychology. This 10,000 square foot renovation includes five research pods containing offices for over 20 personnel, four imaging laboratories, three meeting rooms, and a data processing laboratory and classroom for up to 14 students with computer systems for each. Administrative resources include offices for the PCNC Director and for a Program Coordinator.

#### PCNC Imaging Resources/Equipment

Imaging resources include two Biosemi ActiveTwo EEG Systems, each located in separate pediatric and adult EEG laboratories. The adult system has 128+8 channels which include the ability to measure respiration, plethysmograph used to record heart rate, and temperature. The pediatric system has 64 channels of EEG, with child-sized electrode caps, and a separate room for relaxation and preparation of participants and their families before testing. Both systems also include Polhemus Patriot 3D Digitizer Systems to determine head shape and the placement of each EEG electrode on the scalp for source localization and for comparison with MRI derived anatomy and function. Two SR-Research EyeLink 1000 2K systems are available for infrared eye movement monitoring during EEG or brain stimulation, or separately, in each EEG laboratory. A number of systems for human brain stimulation and associated equipment are also available. For transcranial magnetic stimulation (TMS) there is an eXimia TMS to apply magnetic stimulation at the scalp in order to modulate and induce or suppress brain activity. This system includes Bipulse and Monopulse coils, TMS electronics, and is capable of single pulse, paired pulse and repetitive (r)TMS capability. An eXimia NBS stereotactic brain navigation system provides the capacity to record the locations of external physical landmarks and/or scalp locations with respect to anatomical features as represented on MR images of the participant's brain. There is also an eXimia EMG and EEG (60 channel) system to record muscle and brain activity. The EEG electronics are able to tolerate TMS and recover as quickly as possible (within 2-20 ms) following application of TMS. Additionally, a neuroConn DC-Stimulator MR provides a single-channel transcranial current stimulator that produces either direct or alternating current in continuous or pulsed stimulation with adjustable pulse width and interval, alone or in conjunction with EEG or MRI studies. A variety of other, non-MR compatible tDCS current generators and associated equipment and supplies for experimenter blinding, reducing skin irritation, and so on are also available. The Center also includes a mock MRI for EEG, patient acclimation (e.g., for reducing claustrophobia and other scan-related anxiety) and paradigm development.

The PCNC network is managed by UNM IT Networks, and secured by UNM IT Security. The department installed antivirus software on all of the computing systems, and enabled the operating systems' firewalls on these machines. James is one of the most important PCNC servers, it is secured by a Linux firewall and it lives on two networks. The first network is a 10G private network used to transfer research data over the Science DMZ, and the second is the UNM Psychology Department at Logan Hall 1G network; this allows PCNC and Psychology researchers to access the internal computer resources and to transfer data to CARC and MRN.

# Animal Resource Facility

The Psychology Animal Resource Facility (ARF) supports research with live rats and mice. It contains six separate housing rooms (approximately 300 sq. ft. each), a quarantine room, and equipment for cleaning cages. All housing rooms have separate systems for control of lighting schedule and humidity. The ARF houses Morris water task pools and a radial arm maze with overhead digital cameras. For in vivo electrophysiological recordings, the ARF has two Cheetah data acquisition systems (32-channel and 64-channel) with motorized commutators (Digital Lynx 4SX, Neuralynx, Bozeman, MT). Additional resources include a fully equipped surgical suite with a stereotaxic unit and stereomicroscope, a cryostat (Thermo Scientific CryoStar NX50), and 5 computers dedicated to behavioral and electrophysiology data analysis. Further, the ARF includes two enclosed suites with stations dedicated to the fabrication of tetrodes and electrode arrays, with three large workbenches and storage cabinets, a computer controlled impedance testing/electroplating device (NanoZ, Neuralynx, Bozeman, MT), an Olympus stereomicroscope (Model SZ61), and microelectronics tools and test equipment.

# Major Equipment in Logan Hall

- Pediatric EEG System ChildActive and Camera System/EyeLink1000 (Logan Hall 204)
- EEG System AdultLink and Camera System/EyeLink 1000, Stereotactic Magnetic Stimulator System, DC Stimulator MRI System (Logan Hall 216)
- EEG Acti64 Champ System (Logan Hall 217)
- Storform iServer (Logan 270)
- 4 Electroencephalographs (Logan 240)
- Olympus GlassPuller (Logan 230)
- Olympus Microscope (Logan 230)
- 3 Recorder Dynographs (Logan B78)
- Cheetah Acquisition System (Logan 222)
- Neuralynx 36 Channel Slip Ring Commutator (Logan 225)
- ThermoSci Crystat (Logan 252)
- Programmable Stimulator A-M Systems (Logan 230)
- Castle Sterilizer (Logan 252)
- Ampi Generator Pulse (Logan 258B)
- Girton Washer Bottle (Logan 225)
- Vibratome (Logan 230A)
- Pipetting Machine (Logan 258)
- Biotek Microplate Reader (Logan 258B)
- Micromanipulator System (Logan 230A)
- Vib. Isolation Plate (Logan 258)
- Autoclave (Logan 225)
- Cardiograph (Logan B68A)
- Vapor Pressure Osmometer (Logan 230A)
- Alcohol Analyzer (Logan 230)
- Hewlett Packard Computer (Logan 266)

- FastScan Cyclic Voltammetry System (Logan 252)
- Polywell Computer (Logan 240)
- Grass Data Acquisition (Logan 202A)
- Neuralynx Isolated Control Interface (Logan 264)

#### **UNM Psychology Clinic**

The Psychology Clinic and the AGORA Crisis Center share a space located at 1820 Sigma Chi Rd., which is an approximately 0.6 mile walk from Logan Hall. This space is allocated as 100% instructional space. The sole purpose of this facility is to provide space resources for doctoral students to see clients under supervision.

The Psychology Department runs its own outpatient community psychology clinic (located on campus). This clinic was established in the Spring of 1982. Since that time, the clinic has pursued two equally important primary missions: 1) to provide affordable high quality mental health care to the community, and 2) to provide in-house training for our clinical psychology graduate students. Currently the clinic provides a variety of mental health services with an emphasis on psychological assessment and individual adult psychotherapy. We also offer therapy for children, families, and couples, and provide ADHD and neuropsychological evaluations. Direct client services are provided primarily by graduate students in clinical psychology. All service providers receive extensive and direct supervision by licensed psychologists and are assigned clinical work appropriate to their level of training. Almost all supervision is provided by the Clinical Committee (clinical faculty and the Clinic Director). Therapy and assessment sessions are typically scheduled between 9:00 a.m. and 6:00 p.m., Monday through Friday. Arrangements for evening and weekend appointments are possible. It is clinic policy that clinical sessions are not scheduled outside normal clinic hours unless there are others in the building or with prior approval of the Director.

The clinic is housed in a converted family residence on UNM main campus about a ten-minute walk (0.6 miles) from Logan Hall. There are four therapy rooms, offices for two professionals and the office manager, and workspace for student-clinicians. Although there are busy times and room scheduling is important, the number and layout of rooms is ample for the current needs of the clinic staff and student-clinicians. A combination lockbox with a key allows access to authorized persons without need for individual keys. Rooms 104 and 106 are large enough for family therapy or small groups. Room 106 has a large TV, computer, and video playback equipment, and is used for small group presentations. Room 108 is large enough for couple therapy and 109 is a small room for individual therapy. An observation room between Rooms 106 and 108 allows supervisors or other student-clinicians to observe sessions. Video and audio recording are now done with portable equipment that allows transfer of recordings to computers or SD cards. The Clinic Director's office and Educational Diagnostician's office can be made available for therapy and assessment at certain hours and by prior arrangement. The waiting area is located in the center of the clinic and has a seating capacity of five. The office manager's office window greets visitors on arrival. The "corner office" of the clinic is a student-clinician work area. The L-shaped room contains locked cabinets for therapy files, test materials, a library of assessment and treatment manuals, computers, and therapist mailboxes. There is workspace for writing notes. The clinic has WIFI access on the University's system. Several computers are available for student use and for assessments such as

ADHD continuous performance testing, test scoring (PAI, MMPI), web access, and word processing.

Within this general clinic are four specialty clinics: Alcohol Treatment Clinic, Anxiety Disorders Clinic, Youth Clinic, and Cultural Counseling Center (see below).

#### **Specialty Clinics within the Psychology Clinic:**

Alcohol Treatment Clinic (@UNM): This special outpatient treatment clinic serves members of the community affected by alcohol problems. Services are provided to patients and concerned family members, and all services are provided by graduate student clinicians. Multiple community organizations have been contacted about this clinic, including the MATS Detox program, Turquoise Lodge, the Albuquerque Metropolitan Intake Program, First Nation, and Walsh Counseling. One of our student-clinicians attends the monthly community treatment providers meeting for Albuquerque programs. The clinic generally provides screening, assessment, and treatment services to about 30 community members per year, and some of the assessments have been provided at community treatment programs. All assessment and treatment services are grounded in the latest psychological science, and all are provided on a sliding-scale fee basis. Services for alcohol problems include assessment, individual therapy, family therapy, couples therapy, group therapy, relapse prevention and referrals. Treatment methods include motivational interviewing, cognitive behavioral therapy, community reinforcement approach (CRA), community reinforcement and family training (CRAFT), behavioral couple therapy, and mindfulness-based relapse prevention. Professor Theresa Moyers is the Director of the Alcohol Specialty Clinic.

**Anxiety Disorders Clinic**: This community clinic is directed by Professor Dr. Elizabeth Yeater. Dr. Yeater is a clinical psychologist with extensive experience treating a variety of anxiety disorders. She is the main supervisor for the therapists in this clinic, the Psychology Department's graduate student clinicians. The clinic treats several disorders, including posttraumatic stress disorder (PTSD), obsessive-compulsive disorder, panic disorder, generalized anxiety disorder, and social anxiety disorder. The sessions typically involve 9-12 treatments. The fee is a sliding scale.

**Cultural Counseling Center (Diversity Specialty Clinic)**: This specialty clinic offers a confidential source of help for clients who would like diversity and cultural issues integrated into counseling. "Diversity" areas include race, ethnicity, nationality, age, gender, sexual orientation, poverty, religion/spirituality, different abilities, and any other group that is unserved or underserved. This clinic also offers consultation services to other Psychology Department graduate student clinicians who may encounter a client with considerable diversity-related issues. The Cultural Counseling Center is led by Assistant Professor Kamilla Venner (Alaska Native – Athabascan) and Associate Professor Steven Verney (Alaska Native – Tsimshian). Typical issues addressed are stress, anxiety, depression, substance use problems, relationships, difficulties adjusting to a new environment, culture or situation, and significant changes in a client's ability to perform at work, school, home, in relationships or other areas of his/her life.

**Youth Clinic** : This specialty clinic is directed by Associate Professor Sarah Erickson. The Youth Clinic provides empirically based treatments for children, adolescents, and their families to reduce emotional distress and behavioral problems, build on strengths, and promote adaptive functioning.

# AGORA Crisis Center

The Agora Crisis Center was founded in 1970 by Dr. Frank Logan along with a group of students who were concerned about the lack of anonymous, free resources on campus. A freshman student of Dr. Logan's died by suicide, and in response to his death this group of students and professors started Agora as a student organization with the administration and supervision coming from the Psychology Department staff and faculty. Agora is one of the oldest crisis centers in the nation, and the only one located on a college campus that provides services to the surrounding community. Our training curriculum and organizational model are now being used by many other crisis centers around the country, and Director Dasie Kent began in this role in July 2023.

Agora Crisis Center's mission is to provide free, confidential, compassionate help to anyone in need of emotional support. Services include phone lines, online chats, information and referral, volunteer opportunities, and community education. Agora's phones and chat line are staffed by volunteers who go through over 40 hours of training, then sit one 4-hour shift per week. Anyone can use Agora's services anonymously to gain help with issues such as stress, anxiety, financial difficulties, sexual assault, domestic violence, and suicide ideation. Agora is part of the National Suicide Prevention Network, and is accredited by Contact USA. Agora currently takes around 25,000 calls and chats per year.

In 2010, Agora became the first University organization in the country to offer Online Emotional Support (chat). Our staff was part of the original team of people who developed the CrisisChat.org national portal system, wrote accreditation standards, and developed operational and training materials for crisis lines around the country to use in their own programs. Agora's is distinct from that of the new national 988 suicide and crisis lifeline with respect to required referral and documentation. Agora's continues to provide anonymous access to help for individuals in need.

Agora is located at 1820 Sigma Chi Rd. The space consists of approximately 600 square feet, which includes a staff office, Director's office, call center, volunteer lounge, and bathroom. The building adjoins the UNM Psychology Clinic.

# UNMET FACILITY NEEDS

In the last APR, the department's need to address the lack of space for accommodating more faculty (offices and laboratory space) was discussed. As mentioned, there have been no major remodeling projects since the last APR. One computer laboratory was relocated to a different room to accommodate a new faculty member (Hogeveen). One incoming Assistant Professor was assigned shared laboratory space with a senior faculty member who was on leave. Some faculty have insufficient laboratory spaces, and the potential spaces for new faculty are limited. Relocating the Psychology Clinic to a location more proximal to Logan Hall has been identified as an important goal for over 10 years. The Clinic location makes it difficult for faculty to quickly move back and forth between the Clinic and Logan Hall. The location of the Clinic is also presenting

personal safety concerns for students seeing clients, and also introduces challenges related to the security of personal digital information (data, video). Capital improvement requests have been submitted for years, and Chairs have worked to ensure that the request is at the top of the College of Arts and Sciences priorities, however, there has been little traction on this need for our Clinical Doctoral program. The prior space for the Clinic was much closer to the department. The Clinic was moved out based on UNM's plan to remove the building for another project. That project did not proceed, and another unit was given this space and the Clinic remained in its current location. Addressing this is a need. Many of the significant issues with operation of the Clinic we have encountered are either caused or exacerbated by the proximity to Logan Hall and the faculty offices.

**9B: Future Space Needs** *Discuss any future space management planning efforts related to the teaching, scholarly, and research activities of the unit. Include an explanation of any proposals that will require new or renovated facilities and how they align with UNM's strategic planning initiatives.* 

• *Explain the potential funding strategies and timelines for these facility goals.* 

Our future space needs are, in actuality, long-standing needs that have been identified for over 10 years (in some cases approaching 30). We highlight the three most immediate and significant needs below. Briefly, they are ...

- Psychology Clinic
- Faculty office and laboratory spaces
- Aging major capital equipment

We also cover some additional space considerations at the end of these summaries.

# Psychology Clinic

The Psychology Clinic is described above. To be brief, the critical issue with the Clinic is its location relative to Logan Hall. Relocating the Clinic closer to Logan Hall has been a goal of the program for many years, dating back to before the last APR. We consider this the most significant need, both in terms of its impact on the delivery of our accredited doctoral program and the impact on Clinical faculty who deliver supervision in the Clinic. Our accrediting bodies, such as APA, expect that clinical supervision occurs for all doctoral trainees, and this often requires in person supervision in the clinic. The location of the Clinic has placed an additional burden on Clinical faculty, who also have to teach and do research in Logan Hall. We recognize that relocation of this Clinic is also likely to be the most difficult need to meet (history can attest). We have been active in ensuring this need is known by the College, but identifying a location has been a challenge. Without knowing the location, estimating the costs is not possible.

# Faculty office and laboratory spaces

As has been highlighted in the Department's Annual Report for the past 27 years, our department is not well accommodated by its current space allocation. After a recent space survey, we were surprised to learn that there was in incorrect belief among various offices at UNM that there is a habitable third floor in Logan Hall, leading some individuals involved in planning at UNM to believe that we had significantly more space resources than we do. The "third floor" of Logan Hall is an exposed roof and a, now unutilized, monkey housing enclosure. We are, and have been, at capacity and cannot increase laboratory spaces beyond the plans outlined below that involve remodeling existing spaces. We note that we did submit a very preliminary plan regarding expanding Logan Hall upward, but not progress has been made on this extremely expensive option.

If we hire two faculty as part of an NIH-First cohort and hire the Multicultural Psychologist we are currently seeking we will exceed our capacity We will exceed capacity for faculty offices. The Chair has allocated resources to support remodeling of a large classroom space used to support PSY 1110 GAs and students. With the re-design of 1110 there is less need to have this space, and we can remodel this space to yield two laboratory spaces. We performed a similar remodel several years ago which worked well for increasing faculty laboratory spaces. Specifically, Logan Hall suite 167 includes a large middle area (475 sq ft) and 13 smaller offices (ranging from 37-68 sq ft each). We want to divide this large suite down the center to accommodate 2 faculty labs. For some time now we have had difficulty providing even adequate lab space for our current faculty; adding new faculty magnifies the problem. We will be in a better position to attract and support faculty, and to secure grant funding, if it is apparent that UNM strongly supports the research endeavors of the Psychology Department faculty. We have acquired an estimate for this project, which is approximately \$142,000.

We also note that some faculty with CASAA affiliations are sharing laboratory space in Logan Hall. Some junior faculty were assigned shared space with senior faculty. The Chair addressed this and assigned individual spaces to help ensure the appropriate space resources were in place for non-tenured faculty. We are at capacity with faculty offices, and if we add faculty identifying equitable office space for them will be a challenge. Some of the possibilities we are pondering is converting one of the remaining three classroom spaces in Logan Hall to a faculty office. This would leave two classrooms that could accommodate 15 and 40 students. We have also considered trying to capture some of the lobby spaces, of which there are four (one for each entry point) to create space for faculty offices. We have been asked to consider having faculty share office space. Office spaces are small and we don't believe this to be a workable solution.

#### Aging major capital equipment

For the past 15 years semi-annual inspections of the Logan Hall ARF have noted that the aging cage wash system could fail and jeopardize the well-being of the rats and mice in the facility. replacement would come with significant expense. We estimate \$500,000 to replace this system, which has been operating in the facility since Logan Hall was built. Our current plan is to pursue grants for replacement, submit capital improvement requests when available. Further, to add to other funds we will collect costs for services through the cost-center in the ARF, and allocate these and additional departmental funds to cover the costs of the frequent repairs required for this equipment.

#### Additional Space Considerations

We have many outstanding building needs. Specifically, we have insufficient staff and graduate student office space. Additionally, there are some very basic facility needs. For example, many rooms in the Logan Hall basement, which is the most densely populated part of the building, have

not been remodeled since the building was first occupied. These spaces stand in contrast to the first and second floors which have undergone significant remodeling over the past 12 years.

#### Strategies

In the case of the Clinic, there are considerable unknowns that present challenges to planning. The department is currently funding a feasibility study to define a potential location for the Clinic. Funds are allocated from AOP revenue; we are advancing this initiative now because we have waited for 8 years and no location has been identified. All the candidate locations we have advanced have been denied, and we hope that the study helps identify a suitable location.

In the meantime, the Chair allocates roughly 25% of AOP revenue to funding for remodeling, which we plan to combine with other sources to meet our space needs.

While the NIH First grant provides generous start-up support for faculty, the source of funds for the required remodeling will need to be identified.

The Chair and Attending Veterinarian submitted an NIH facilities grant in 2022 to update equipment in the facility. It was not funded. We will continue to submit grants when possible, to address facility needs.

Laboratory renovations in other regions of the building are possibilities, depending upon the continued success of our AOP program, and the continued support of this program and the associated revenue sharing model. In Academic year 23-24 the department will be discussing strategies for identifying the capital projects to support fiscal planning.

# **Conclusion. Strategic Planning**

The Psychology Department serves a large percentage of UNM's undergraduate students, with consistently around 1,500 majors and more than 500 minors over the past 5 years. Undergraduate headcount remained steady, whereas student enrollment decreased at UNM and in the College of Arts and Sciences by of 9-10% during the same period. Courses taught by instructors in the Psychology Department are also popular, generating more than 35,000 student credit hours each year, which is roughly 16-18% of the total credit hours generated in the College of Arts and Sciences. Our Accelerated Online Program is established and the growth in headcount and enrollment indicates that this is a very popular program with students in New Mexico and out of state. We have identified some areas for improvement, such as graduation rates and tracking student outcomes after graduation. The doctoral program has similarly maintained a steady level of enrollment in the context of decreases in doctoral students more broadly at UNM. Time to completion in the doctoral program has improved. Graduate student stipend amounts have improved but remain a concern. The faculty are highly productive researchers and engage in significant professional, institutional, and community service. Reductions in faculty numbers are concerning, as we attempt to not just maintain, but improve our service to students, the community, and our profession. Our hiring plans and activities, participation in the NIH First grant, and establishment of a new concentration in Diversity and Health Data Science Across the Lifespan are aligned with the department's commitment to increasing representation of underrepresented minority faculty and to the scientific study of questions related to psychology and diversity. Finally, space resources remain a persistent concern that we hope can be addressed soon.

We have been operating under financial austerity measures for the past few years, which has presented significant challenges, however, the department remains focused on several aspirational goals that are reflected in our continuing activities and in our efforts to establish new academic programs, hiring new faculty, and improving student success. We are committed to providing outstanding instruction and mentoring in our undergraduate and graduate programs. Programs at the undergraduate level should prepare students for careers in areas where their knowledge of Psychology can be applied or for additional graduate training. A common theme spanning undergraduate and graduate programs is an emphasis on neuroscience and on addiction research and clinical treatment. A major goal of these programs is to help students develop skills that can be applied in the service of improving communities in New Mexico and beyond. We address several key aspects of our goals below.

#### Student success and support.

The Psychology Department serves a large number of graduate students (4-5% of doctoral students at UNM) and admission to the program is highly competitive. The Department admits around 5% of applicants to the program each academic year. Time to completion of the doctoral degree has improved substantially, and our graduate students are highly productive researchers and are employed in academia and private sector jobs related to their training. The limitation on acceptance of more graduate students is funding, not the availability or interest of faculty; some faculty are not approved to admit students due to funding limitations. Our goal of increasing stipends works counter to taking more students as well. In the absence of increased funding from UNM to support graduate students, the principal options are to increase grant funding for students and to grow our Accelerated Online Program and the associated revenue. In fact, the latter is the principal reason

for much of the success we have had in meeting the needs of the faculty and students. We note that our graduate outcomes assessment process is summative rather than formative, and we will discuss the potential role of formative assessments in our program. Lastly, we note that concerns raised in 2020 by graduate students about transparency of departmental procedures led to several changes, including more interaction with the chair and participation in departmental committees, in addition to our regular town hall meetings. While these steps should increase student engagement and involvement, the impact of these changes on student satisfaction is not clear.

Our undergraduate programs are doing well considering the general trend of reduced enrollment over the past 5 years. Our new Associate Chair for Undergraduate Education has re-designed and reinvigorated our Introduction to Psychology course. We believe this course is central to attracting students to the discipline, and we expect that the number of majors will increase with the redesign of the introductory course. One challenge we face is to determine why 4-year graduation rates are lower for males in Psychology compared to UNM as a whole. Our 4-year graduation rates were increasing until the pandemic, and may show signs of recovery without intervention. Nonetheless, we plan to undertake an investigation to determine the potential factors contributing to our lower graduation rate among UNM departments, and reasons why the national trend for lower rates by males appears to be amplified in our department. We will begin with analyses of curriculum impact on time to completion. We will, as noted in Criterion 3, be closely evaluating DFW rates in all courses. We were very surprised, and pleased, to see that DFW rates are very similar and low for nearly all of our courses regardless of modality. We will also continuously discuss and modify SLOs used for outcomes assessment. It is also clear that we need to be more active in tracking student outcomes after they graduate, both for graduate students and undergraduate students. Further, we recognize that our undergraduate assessment plans and tools are outdated and need to be updated to reflect current goals.

The appears to be significant student interest in the development of an undergraduate Neuroscience degree. We are home to 10 faculty who study neuroscience, and the NIH First grant will result in more, therefore, we could be well-positioned to be the administrative home of such a program. Recently (August 2023) department leadership and student representatives had an initial meeting to discuss a potential undergraduate program, or a 4+1 program. We note that a significant portion of our graduate student body is from New Mexico or received their undergraduate degree at UNM. Thus, there is potential for us to help our students prepare for advanced training in Neuroscience. Faculty will begin discussing this potential program in the 2023-24 academic year.

# Accelerated Online Program

We have established and grown a successful Accelerated Online Program that serves individuals from New Mexico as well as individuals out of state, and generates revenue for UNM and thee department. Our online courses and our AOP curriculum are very popular. More broadly at UNM, the pandemic and related move to remote instruction revealed that many students, particularly those in 1000- and 2000-level courses, failed at a higher rate in remote courses compared to face-to-face instruction. This was communicated in a memo from the Provost in Spring, 2022, with encouragement for units to shift instruction modalities to achieve roughly 85% face-to-face sections. This is untenable for our department. We are committed to the delivery of excellent

instruction in all course modalities and the data suggest (strongly) that we are doing just that in our remote courses.

Our goal is *healthy growth* of AOP curriculum, which means incrementally including more options at the upper division levels and bringing more students into the program. AOP revenue will continue to be used to improve the department and meet core needs of the unit. This revenue source is critical for us to meet the needs of the Department, particularly following the FY21 budget cuts and the modifications to course buy-out distribution model. As noted, these funds are used to increase graduate student stipends, support research and travel, and address facility needs. A major concern is that the department will be ill-prepared to meet the needs of the faculty and students if the AOP funding and revenue sharing model is changed, or worse, if the University ends such programs. These concerns are grounded in recent history. We operated a very successful online program under UNM's Extended University, which generated substantial revenue for the department. For various reasons, UNM decided to end the Extended University program revenue sharing model about 10 years ago, which came at a considerable financial cost to the Department and at an academic cost to our students. A few years later the department agreed to offer an online degree program under UNM AOP. Online programs and courses in Psychology are immensely popular, and we do an outstanding job of delivering curriculum in online formats. Still, we do harbor concerns that this significant aspect of our curriculum and the revenue associated with it could be eliminated through decisions at higher administrative levels.

#### Faculty research, retention, support, and hiring.

The findings of this self-study indicate that we are maintaining levels of teaching, research, and service with fewer faculty than we had at the last APR. We operate a very lean, yet large, curriculum that results in large class sizes. We have attempted to limit inclusion of any section that is not absolutely necessary. This means, for example, that there may only be one section of a popular course. We have typically limited the teaching of multiple sections to our one General Education course (PSYC 1110), required courses such as PSYC 200 (Statistics) and PSYC 302 (Research Methods), and high-demand courses (e.g., Abnormal Psychology). Of course, this also means that faculty have more students in classes which translates into more work. How will we manage if enrollments increase? If our ability to deliver curriculum is not supported by sufficient numbers of faculty, we may need to increase part-time instructors (something we have been reducing in the face of budget cuts), or in a worst-case scenario, place limitations on enrollment. The latter is antithetical to our mission and goals for Psychology to be broadly accessible to everyone. Clearly, we potentially face a dilemma concerning the ability of the faculty to serve students. Over the past 6 years the department has hired or been approved to hire 4 faculty and 2 lecturers to replace 10 faculty and 2 lecturers, all while the number of students we serve has stayed steady.

While we are very pleased that four faculty separations from UNM were largely for personal reasons and not failures to retain faculty, the risks of our faculty being recruited away remain. The workload policy we developed provides course releases for performance beyond expectations. We will need to continually discuss and modify our policy to ensure that our department remains an attractive place to have an academic home.

Another major goal is to increase representation of diverse faculty, and to support programs, research, and service related to diversity issues. We have proposed a new concentration with an emphasis on Diversity and health and have prioritized hiring faculty in the area of Multicultural Psychology.

We also want to ensure that there is excellent post-award support in the department. We have recently hired an Accountant II (the first Accountant in Psychology in the past 15 years), and are currently searching for a new fiscal staff member.

#### Staff retention and recruitment

As noted in section 8B, staff recruitment and retention remains a significant concern. The Department of Psychology is among the largest departments at UNM, and staff are essential to meeting the duties of the department. As with other objectives, we rely on AOP funds to help address staff raises and loss of this funding would further make staff retention a challenge. Staff can easily move to other units with less intense workload, however, these considerations are outweighed by compensation equity considerations at higher administrative levels.

#### Space and Resources

There are two critical space and facilities needs that require attention. The first, and most, prominent is the long-standing issues we have had with the location and quality of facilities for the Psychology Clinic. The Clinic is, fundamentally, a training clinic for all of our clinical doctoral students. Accrediting bodies such as APA require "eyes on" supervision, which often means observing the session in real time. In many training clinics is considered the gold standard. The proximity of the clinic to the Logan Hall is a considerable obstacle to providing such supervision, and supporting the clinical faculty who provide this supervision while performing all of the other duties of a faculty member. The department can prioritize allocation of AOP funds toward an initiative to move the clinic closer to Logan Hall, however, we will most certainly require institutional assistance. The issue dates back to the last APR, and it has been exceedingly difficult to make progress on this objective given the lack of available spaces near Logan Hall.

To support current and incoming faculty we will need to remodel spaces in Logan Hall. The specific needs will depend upon the needs of the incoming faculty. We also need to plan for failing aged equipment in the Logan Hall animal resource facility that could require upwards of \$500,000 to replace. We are seeking external and internal funding, and allocating AOP funds to plant funds.

We require more office space for faculty, and the basement of Logan Hall includes spaces that existed as they did when the building was constructed in the early 1970s. There is potentially a great opportunity to modernize this space and make it more effective for meeting our research and faculty recruitment goals. We will begin discussing priorities among the faculty in AY2023-24 so that we can prioritize needs for laboratory spaces, instructional spaces, and office spaces.

# Appendices

- 1. Major policy adoptions or modifications since last APR
- 2. Departmental workload policy
- 3. APA Accreditation Letter (2016)
- 4. PCSAS Accreditation Letter and Reviews (2022)
- 5. New doctoral concentration proposal (pending Faculty Senate Review)
- 6. Links to faculty Google Scholar pages
- 7. Departmental colloquia
- 8. Listing of undergraduate and graduate courses
- 9. B.A. and B.S. Curriculum and Road maps
- 10. Accelerated Online Program carousel (scheduled course offerings)
- 11. Graduate Outcomes Plan and Assessment
- 12. B.A. Outcomes Assessment
- 13. B.S. Outcomes Assessment
- 14. Psychology Department's Comprehensive Assessment (PDCA)
- 15. Journal Article Review (JAR)
- 16. Doctoral program : Application data
- 17. Doctoral program : Ethnicity/Race composition of student body by concentration
- 18. Doctoral program : Graduation data Clinical program
- 19. Doctoral program : Graduation data Experimental program
- 20. Faculty credentials
- 21. Brief summaries of faculty interests
- 22. Report on Psychology enrollment and student credit hours relative to College
- 23. Sample mentoring plan for IEPDVS Program application
- 24. Mentoring plan for cluster hire faculty of NIH First grant
- 25. Center on Alcohol, Substance Use, and Addictions (CASAA) facilities and resources
- 26. Mind Research Network (MRN) facilities and resources
- 27. Peer comparison spreadsheet

# Appendix 1 Psychology Department Policies Passed 2017-2023

# **CURRICULUM**

# C.1. Diversity/Multicultural Psychology Emphasis (Minor)

Students in any Psychology concentration may choose the Diversity/Multicultural Psychology Emphasis (similar to a minor). Students must complete a total of 9 credit hours of graduate course work. Students must take PSY 650-Research with Diverse Populations. In addition, students must take at least one course from Category A (clinical students cannot use PSY 636 Diversity/Multicultural Perspectives in Clinical Psychology, as it is a requirement of the clinical concentration).

In addition, students pursuing the Diversity/Multicultural Psychology Emphasis will have one of their research projects (either thesis or dissertation) have at least one of the a priori aims or hypotheses incorporate an aspect of furthering our understanding of diversity/multicultural issues in psychology.

Clinical students pursuing the Diversity/Multicultural Psychology Emphasis will be required to demonstrate diversity/multicultural competence by providing clinical services to diverse clientele, obtaining clinical hours in a practicum with a focus on diverse clientele, and receiving supervision through the UNM Cultural Counseling Center (i.e., Diversity Specialty Clinic).

Required course: PSY 650 Research with Diverse Populations

# **Category A:**

PSY 636 Diversity/Multicultural Perspective in Clinical Psychology (only for non-clinical students)
PSY 650 Health Disparities
PSY 650 Cultural and Developmental Psychology
PSY xxx- Other Psychology courses approved by the Diversity/Multicultural Faculty
Psychology Special Topics courses focused on diversity topics or working with specific populations, e.g., Psychology of Stereotype and Prejudice, Religion/Spirituality.

# **Category B:**

Courses related to Diversity/Multiculturalism provided in other UNM departments. Courses in fulfillment of Category B must be approved by the Diversity/Multicultural Faculty to count towards the emphasis. Course syllabi will be reviewed as part of this process.

Possible courses from the College of Population Health: http://coph.unm.edu PH 501 Principles of Public Health PH 506 Environmental – Occupational Health PH 554 Health Policy, Politics and Social Equity PH 556 Community Based Participatory Research PH 558 Intervention Research with Marginalized Populations PH 576 New Mexico Border Health: US – Mexico Border Migration and Latin Health

Possible courses from the Institute for the Study of Race and Social Justice http://race.unm.edu SOC 520 Race and Ethnic Relations SOC 595 Health and Social Inequalities SOC 595 Community Engaged Research LEAD 550 Culturally Responsive Leadership for Equity and Social Justice LEAD 620 Democracy, Ethics, and Social Justice in Transformational Leadership C&J 506 Critical Cultural Studies C&J 514 Intercultural Communications C&J 517 Culture, Identities & Subjectivities WMST 510 Feminist Theories

# Approved by Psychology Department Faculty on 9/22/17.

# C.2. Modification to Undergraduate Outcome Assessment

- 1. All psychology majors (B.A. and B.S.) must complete an evaluation of the program when they meet with a psychology advisor for their degree check.
- 2. All TAs and PTIs who teach PSY 302 Psychology Research Techniques are required to follow the same basic course objectives, procedures, and methods of evaluation. Specifically, they must administer the Psychology Department Comprehensive Assessment exam (PDCA) and require Journal Article Reviews (JARs).
- Dr. Hodge received approval to study a PSY 105 requirement for 1-2 written papers (JARs) that are equivalent to those in PSY 302 (i.e., 600 word review papers of psychological research articles). These papers would count toward the Research Report requirement in PSY 105. They would be graded along two scales; one adjusted for PSY 105 students and the other without any adjustment (graded the same as for PSY 302 students). Scores from the PSY 105 classes would be compared with the last JARs grades received in PSY 302.
- The faculty agreed to include the Student Learning Objectives (SLOs) in PSY 105 and 200-level courses.

# Approved by Psychology Department Faculty on 3/23/18

# C.3. Comprehensive Exam Guidelines

"The total length of the review should be no more than 50 pages (excluding references), doublespaced in 12-point font, with 1 inch margins all around. The review must reflect the student's own, independent work; the expectation is that students will write and edit their comps with no outside input. In other words, neither faculty nor fellow graduate students will read or comment on drafts of a student's comprehensive exam."

# Approved by faculty on 10/18/19

# C.4. Department Policy on the Distributed Minor

The requirements for a distributed minor with a Psychology major are:

- A minimum of 21 credit hours of coursework in related departments.
- At least 12 credit hours of those included in the student proposed distributed minor shall be at the 300- or 400-level (upper-division).
- At least one advanced (300-level or above) course in each of the distributed areas.
- An approved petition on file with the department.

For the B.S. degree, the minor must be distributed among courses selected from Anthropology (Evolutionary Anthropology concentration), Astrophysics, Biochemistry, Biology, Chemistry, Computer Science, Earth and Planetary Sciences, Environmental Science, Mathematics, Statistics, or Physics.

# Approved by Psychology Department Faculty 11/6/2020

# C.5. Guidelines for Non-Clinical UNM Graduate Students Who are Seeking Admission to the Clinical Psychology PhD Program

Background: The Department of Psychology at the University of New Mexico offers multiple concentrations where individual students can apply to be admitted to receive their PhD training. At times, graduate students who have already been admitted to one of the Core areas decide to change to a different Core Concentration area. The Psychology Graduate Student Handbook (Appendix J) outlines the requirements for changing between Core Concentration areas and notes that students in the Non-Clinical areas who wish to change to the Clinical Area must apply for Admission into the Clinical Psychology program.

Purpose of these guidelines: To 1) describe expectations for admission into the Clinical Psychology PhD program; and 2) provide guidance for students who may have questions about the process of applying to the UNM Clinical Psychology PhD program and make explicit the steps necessary for applying to the UNM Clinical Psychology PhD program.

1. Expectations for Admission of UNM Students into the Clinical Psychology PhD Program

The Clinical PhD program at the University of New Mexico is based on a Clinical Science training model and is one of only a small number of programs in the United States and Canada that are accredited by the Psychological Clinical Science Accreditation System (PCSAS), demonstrating that our program goals and outcomes reflect the values of a clinical science training model. As such, our program is highly competitive and only a small number of students

(typically 3-6) out of hundreds of applications are admitted each year. Although we use a holistic admission process that is largely mentor driven, we typically admit students who have at least some prior research and clinical experience, and whose career goals align with the Clinical Science model. The Clinical Science model aims to train clinical scientists who, upon graduation from the program, continue to engage in clinical science, broadly defined, including such activities as research, teaching, clinical supervision, training and dissemination of evidence-based treatments for mental health conditions, and policy development and implementation. All applicants, including existing UNM Non-Clinical student applicants, who are primarily interested in delivering psychological services as private practitioners as their career goal would not be a good fit for our training program as this goal is incompatible with the aims of the Clinical Science model.

As far as UNM students (undergraduate and graduate) who are interested in applying to our Clinical Psychology PhD program, the clinical program faculty strongly recommend that these students also apply to Clinical PhD programs other than UNM for a number of reasons, including the small number of slots for admission each year, and the value of receiving training from other institutions and other faculty with different viewpoints and strengths. As UNM Clinical faculty, we also often admit students from outside of UNM because of the value of bringing in diverse and new voices to the UNM Clinical Psychology PhD program, as well as the value of bringing in new collaborations and connections that external (non UNM) applicants bring from outside of UNM.

# 2. Guidelines:

Students currently in our Ph.D. program in another concentration who wish to be admitted to the Clinical Psychology PhD program must apply during the regular application cycle and must use the standard application procedure including submitting up-to-date UNM transcripts and at least three new letters of recommendation, including one from the student's current, non-clinical mentor.

Clinical faculty will identify a Clinical Psychology faculty member to serve as the student's mentor in the Clinical Program, even if the student wishes to continue doing research with their current Non-Clinical faculty mentor. Because the Psychology Department uses a mentor model, requiring a relatively close fit between the student's training goals and the mentor's expertise, it is possible that there will not be an available or appropriate clinical mentor for every student who wishes to apply for the Clinical PhD program.

The student's personal statement should include a discussion of how the Clinical Program is integral to their future career goals and how their career goals are consistent with the clinical science model.

Admission to the Clinical Program is not automatic and will include the same standards of review and closeness of fit that are considered when applications are reviewed from external candidates.

Non-Clinical students may request permission to enroll in courses that are part of the core clinical curriculum. These requests are approved on a case by case basis by the course instructor considering each student's educational goals. However, permission to take clinical courses should not be construed as a guarantee of acceptance into the Clinical PhD Program. Even Non-Clinical students who have taken several core clinical courses must still apply to the Clinical PhD Program using the guidelines stated above; Non-Clinical students are not guaranteed admission if they elect to apply to the program.

#### Approved by Psychology Department Faculty 05/05/2023

#### **STUDENT SUPORT, SUCCESS, AND RECRUITMENT**

#### **SS.1 Honors Program Modification**

Background: Presently, the honors program integrates classroom instruction (stats, research methods, philosophy, ethics, etc.) with hands-on research in the lab of a mentor. A major goal of the honors instruction in the second (senior) year is to help students produce a final thesis describing the research conducted with their mentor. This approach has several notable drawbacks that have led the honors instructors to seek alternative formats. First, it forces the mentors to align their research timeline with the honors timeline. Second, students often have difficulty reconciling advice from the honors instructors with advice from the mentors. Third, students tend to fall into one of two sub-optimal situations. The "do-it-yourself" students come up with their own research idea, but then often have difficulty finding a willing mentor and end up receiving too little supervision. This path can also be burdensome for the mentor and the department, as the research uses up resources yet is (historically) unlikely to be published. An increasingly large subset of Honors students have instead opted to serve as more of an apprentice, helping with research already planned out by the mentor. This is more beneficial to the mentor, and the work is more likely to be published. However, the apprenticeship students are at an unfair advantage over the do-it-yourself students. Furthermore, they could potentially complete Honors without actually ever coming up with their own ideas.

The new "best of both worlds" proposal below is our attempt to remedy the above problems by separating the research apprenticeship component and the classroom instruction component. All honors students will complete <u>both</u> components. This allows Honors students a chance to both gain hands-on research experience with a mentor and also generate their own research ideas.

**Research Lab Component:** Every Honors student must complete four consecutive semesters of lab work, apprenticing with a mentor. The nature of each student's lab apprenticeship will be worked out between the student and her/his mentor. This may involve an extensive research project for which the student takes primary responsibility or it may involve apprenticeship experiences in which the student performs research that fits within the mentor's ongoing projects. Moving from one lab to another over the course of the Honors program is permissible. The final product of the Honors Research Lab Component is a poster describing the research conducted, to be presented on Research Day in their senior year of the program.

**Classroom Component:** Every Honors student must complete four consecutive semesters of Honors coursework. The first semester of Honors coursework teaches students about the philosophical and historical foundations of modern psychology. The second semester of Honors coursework teaches students about foundational methodological and analytic principles in the study of psychology. In the third and fourth semesters of their Honors coursework, students will be charged with creating and designing, though not necessarily conducting, an independent research proposal.

**Assessment:** In Spring/Summer of 2021, a committee comprised of the faculty who are the most involved with the Honors Program will be formed in order to evaluate how well this new program structure is working.

# Approved by Psychology Department Faculty on 4/5/19.

# SS.2 Student Grievances Policy – Psychology Department

Graduate students occasionally experience conflicts with their course instructors, Faculty Mentors, or other departmental faculty. These conflicts may center on matters such as fairness in the classroom, equitable grading, workload disparity, authorship of manuscripts, expected duties in the lab, performance evaluations, perceived favoritism, poor communication, discrimination, and the like. We describe here the procedures for dealing with such complaints or grievances. Our goal is to address these disputes in a way that protects the confidentiality of the student, respects the rights of the faculty, and adheres to university principles regarding grievances.

A primary goal of making explicit the departmental grievance procedure is to allow students to first resolve complaints informally and confidentially with the intention of avoiding a formal grievance through the University when appropriate. However, these guidelines are not intended to supersede policies defined by the University. UNM's policies regarding graduate student grievances are published in the *Pathfinder* under "Graduate Student Grievance Procedures".

It should be noted that students are encouraged, *when it is comfortable and appropriate*, to include the faculty member who is the target of their complaint in meetings with other individuals listed below (e.g., the Area Head). Importantly, students are reminded that they may seek the assistance of an advocate to help them navigate their way through the grievance process. Examples of advocates are: the faculty mentor, a faculty member who is *not* the mentor, a GASP student area representative, other GASP Officers, a department peer support group (if available), the UNM Ombuds/Dispute Resolution Services for Graduate Studies, and a Student-Faculty Liaison Committee (comprised of 4 graduate students, and formed by the departments' Policy and Planning Committee upon request).

The first step in informally resolving a complaint is to talk with the faculty member who is the subject of the student's complaint, seeking resolution directly. Sometimes this is not comfortable or appropriate. In that case, the complainant should first consult with his/her Faculty Mentor, and, if necessary, thereafter consult with the Area Head.\* If the concern/complaint is not resolved at this level, the Area Head would encourage the student to put the issue in writing, and

to bring the written document to future meetings about the complaint. Next, the complainant may consult with the Associate Chair for Graduate Studies, who would attempt to resolve the complaint. If the issue was not satisfactorily resolved, the complainant would meet with the Department Chair to discuss resolution. Should this last step for informal resolution not be successful, the complainant could use formal university conflict resolution resources, including filing a formal grievance [see below].

\*If any of the faculty parties indicated above is the subject of the complaint, the step in the process involving that person should be skipped. From this point on, all discussions are to be held in strictest confidence unless the complainant gives permission to any party to discuss the matter with the subject of the complaint.

In summary, the steps that follow are for resolving complaints or grievances. Although it is recommended that students proceed in the order outlined below and only advance to the next step if the problem has not been resolved, a student certainly may skip over any of the steps if so desired. Additionally, it is important for students to realize that they may seek the support of advocates (see 3<sup>rd</sup> paragraph above) at any time. The steps are:

- Resolution is sought between the student and the faculty member or instructor involved.
- The student brings the matter to the attention of his/her Faculty Mentor.
- The student brings the conflict to the Area Head, who encourages the student to put the complaint in writing if proceeding to the next step.
- The student brings the conflict to the Associate Chair for Graduate Studies.
- The student brings the conflict to the Department Chair.
- The student may pursue formal means of resolving the conflict outside of the department:
  - Graduate Student Academic Grievance procedures are detailed in the UNM Catalog under Graduate Programs. These procedures were established to address complaints, disputes, or grievances of an academic nature.
  - Grievances based upon alleged discrimination or sexual harassment should be directed to the Office of Equal Opportunity (OEO).

# Approved by Psychology Department Faculty on 1/25/08; modified 11/9/18

# SS.3 Waiver of GRE for Graduate Admissions 2021

GRE requirements for admissions to the Ph.D. Program will be waived this year

# Approved by Psychology Department Faculty 11/6/2020

# SS.4 Optional GRE for Graduate Admissions 2021-2022

GRE requirements for admissions to the Ph.D. Program will be optional 2021-2022

# Approved by Psychology Department Faculty 4/9/2021

# SS.5 New Academic Integrity Policies for Online Tests

**Background:** During the 2020-2021 academic year, the Academic Integrity and Teaching and Mentoring Committees developed the following new policies for Department of Psychology instructors. These policies were approved at the general faculty meetings during the spring semester of 2021. The purpose of these new policies is to increase academic integrity by promoting countermeasures to reduce the possibility of undergraduate students cheating on online tests/quizzes.

1. <u>Changes in Teaching Evaluation Form</u> – The following sentence and check boxes in red font will be added to the teaching evaluation forms which will begin to be used during the fall semester 2021

Course Development		gree			
Agree					
Course objectives are clear	1	2	3	4	5
NA					
• Readings and exams are at appropriate level	1	2	3	4	5
NA					
Grading is fair	1	2	3	4	5
NA					
• Students given sufficient/appropriate feedback on performance	1	2	3	4	5
NA					
• Course materials (syllabus, assignments, exams) are well designed	d 1	2	3	4	5
NA					
• If the course uses online quizzes and/or exams,					
are best practices for academic integrity (e.g., countermeasures) us			Ν	N	А
Other/Comments					

2. <u>List of Countermeasures</u>: The Academic Integrity committee developed a list of countermeasures that instructors can use to reduce the possibility of cheating in online tests/quizzes.

3. <u>Countermeasures Instructional Video</u>: Steve Alley plans to create a video during the summer of 2021 to give instructors examples of how to use best practice countermeasures to prevent cheating in online tests/quizzes.

4. <u>Countermeasures Proposal Required with Syllabus</u>: Beginning the fall semester 2021, when psychology instructors submit their syllabi, they will include a statement about how they will use best practices countermeasures to prevent cheating on any online tests/quizzes. The above list of countermeasures and countermeasures instructional video will provide instructors with a variety of examples to use and include in this statement.

5. <u>Sentence Addition to All Psychology Syllabi</u>: Beginning the fall semester of 2021, all instructors will include in their syllabi a statement affirming the commitment of the department to using countermeasures to improve academic integrity on all online quizzes and exams. The statement will be something like the following:

"Psychology Online Test/Quiz Policy: In order to promote genuine learning, fairness, and a level playing field across all psychology courses, this class makes use of the latest best practice countermeasures to prevent cheating in online tests and quizzes."

# Approved by Psychology Department Faculty 05/15/2021

# <u>SS.6 Teaching Assistant (TA) Guidance for Graduate Graduate Students Serving as</u> <u>Instructor of Record</u>

Graduate students assigned by the Department of Psychology to teach their own course are employed as *Teaching Assistants* (TA) and are designated as the *Instructor of Record* for their assigned course.

Graduate students applying to teach their own course in the role of TA must satisfy the departmental requirements outlined below. Note that these departmental requirements go beyond UNM's general policy on teaching qualifications, which allow PhD candidates in other departments to teach prior to defending their master's thesis.

# **Qualifications for Graduate Student Teaching Applicants**

1. Master's thesis defense. Graduate students applying to teach a course in the Department of Psychology must have already defended their Master's thesis at the time of application, or they must reasonably expect to successfully defend their Master's thesis no later than 3 weeks prior to the start of the course they are tentatively assigned to teach.

Although the successful defense of the Master's thesis (at least 3 weeks prior to teaching) is a requirement to teach in the Department of Psychology, conferral of the Master's degree itself does not have to occur before the start date of an assigned course.

Graduate students who apply to teach but that are not able to defend their Master's thesis at least 3 weeks prior to the start of their course *must* withdraw their applications and have their contracts cancelled at the earliest possible date.

2. Teaching Seminar in Psychology. Graduate students applying to teach a course in the Department of Psychology must have already successfully completed or be currently enrolled in and pass *PSYC 507 Teaching Seminar in Psychology* to qualify to teach in the Department of Psychology.

Please note that not all qualified graduate students are guaranteed a teaching assignment in any given semester.

#### **Teaching Assignments**

Applications from qualifying graduate students will be reviewed and tentative teaching assignments made by the TA Assignment Committee (includes Associate Chairs for the Graduate and Undergraduate Programs, Department Area Heads, and Department Chair) in consultation with each student's primary faculty mentor. The Psychology Department Graduate Program Coordinator will confirm teaching assignments with graduate students and process contracts accordingly.

#### **Training and Advance Course Preparation for Graduate Student TAs**

The Department of Psychology considers teaching experience central to preparing graduate students for future careers in academia or as educators in other settings. The Department is committed to teaching excellence and to providing support and mentorships for graduate students who teach courses as instructor of record. This section describes the training and mentorship graduate student instructors will receive from the Department of Psychology and The University of New Mexico. Graduate students who are offered a teaching position and sign their TA contract are required to work with an assigned Faculty Teaching Mentor on course preparation and are required to complete certain university-wide trainings *prior* to the start of their course as outlined below.

#### Faculty Teaching Mentorship, Course Preparation, and Course Evaluations

1. Faculty teaching mentorship and course preparation. Graduate student TAs teaching any course for the first time or teaching a previously taught course in an alternate modality (face-to-face, hybrid, or online) for the first time are *required* to work with an assigned Faculty Teaching Mentor to develop their course for presentation in the new modality *prior* to the start of their assigned course.

After signing their contracts, TAs are required to meet with their assigned Faculty Teaching Mentors to develop course materials including syllabus and course schedule, textbook selection and ordering through the UNM Bookstore (if applicable), assessments, lecture materials, etc., as needed *in advance of their course start date*.

- 2. Using the Canvas online learning management system. Graduate student TAs teaching online or hybrid courses (face-to-face courses with online content) are required to work with their assigned Faculty Teaching Mentor (or with an Instructional Designer in the Center for Teaching and Learning) to develop new course content or modify existing content in Canvas *prior* to the start of their assigned course as needed. Canvas training for TAs is available through the Canvas Training Portal, in Teaching and Learning Workshops for Canvas, and in the Canvas Instructor Guide.
- **3. Teaching observation and student course evaluations**. Early in the semester, graduate student TAs will have their teaching evaluated by a faculty member using the Psychology Department's evaluation procedures for face-to-face or online courses. The intention of this early evaluation is to provide feedback on teaching that can be used to improve the

quality of the course over the remainder of current the term. Near the end of the semester, students enrolled in the TA's course will complete the *EvaluationKit* teaching and course evaluations for the course. One purpose of these student evaluations is to provide feedback to the TA that they can use to improve their teaching in future courses. These evaluations will become part of the graduate student TA's teaching record.

# **University-Wide Instructor Trainings**

#### 1. Family Educational Rights and Privacy Act (FERPA)

Graduate student TAs will have access to private student data that is protected by FERPA. Graduate student TAs are therefore required to complete the AACRAO FERPA Training for UNM Personnel (EOD course number 795) in <u>Learning Central</u>.

#### 2. Accommodation Resource Center (ARC) Processes and Faculty Responsibilities

Graduate student TAs are required to comply with the university's accommodation process for students with disabilities as mandated by the Americans with Disabilities Act (ADAAA). Instructors are required to implement reasonable accommodations as outlined in the *Accommodation Letter* emailed from ARC to all instructors early in the term. Questions regarding student accommodations should be discussed with an ARC Accommodations specialist.

#### 3. Regular and Substantive Interaction (RASI) in Online Teaching

RASI is *required* training that must be completed\_by all graduate student TAs *prior* to teaching **online** or **hybrid courses**. RASI is accessed through Learning Central, and takes approximately 30 minutes to complete. Topics covered include U.S. Department of Education regulations for online courses and student privacy and security issues. RASI training is available in Learning Central (see RASI instructions <u>here</u>).

# 4. Evidence Based Practices for Teaching Online (EBPTO)

This *optional* online training takes place over a six-week period and is recommended for all graduate student TAs teaching face-to-face, hybrid, or online courses. EBTP training is strongly recommended for graduate student TAs teaching online courses (note that RASI training is *required* for TAs teaching online courses).

# 5. Additional University-Wide Mandatory Trainings

All University of New Mexico employees, including graduate student TAs, are *required* to complete mandatory trainings (available through <u>Learning Central</u>) each year. TAs will be notified by the university via email informing them when each online training is due. Three University wide mandatory trainings are required for the current year:

• MT 2023E or MT 2023S: Prevention of Harassment and Discrimination

- BAST 2023: Basic Annual Safety Training 2023
- ACSH 2023: Active Shooter on Campus: Run, Hide, Fight 2023

Note that this list is not exhaustive, and the University may require completion of other courses for all instructors of record. Students will be advised of additional required courses as necessary. It is also noted that the University or Department may offer additional trainings related to teaching that are not required, but may be beneficial for student instructors to take. Such courses will be communicated to students as necessary.

#### Approved by Psychology Department Faculty 05/05/2023

# FACULTY DEVELOPMENT, PROMOTION, AND EVALUATION

#### FD.1 CASAA Research Faculty Promotion Review

According to UNM procedures, research faculty with contracts within departments who are seeking promotion to the next rank must have the approval of the chair of the department in order for a request to go forward to the dean. Since UNM relies on departments to have their own policy in place to deal with the promotions of research faculty, a series of steps have been outlined below. Please note that, per the dean's office, there is no requirement for external reviewers' letters.

- 1. CASAA has a comprehensive review process for consideration of promotion of its research faculty. Thus, that process will be followed first.
- 2. The chair of the Psychology Department will be notified of cases in which CASAA is supporting a candidate for promotion. This notification will take the form of a letter of support from CASAA's director.
- 3. The chair of the Psychology Department will assemble a small committee of tenured faculty who hold a rank at least at the level being sought by the candidate (e.g., full professors for a candidate who seeks a promotion to full professor). One individual will be asked to chair that ad hoc committee. None of these individuals will have already participated in the CASAA comprehensive review process.
- 4. The department committee will review the candidate's letter and CV, as well as the CASAA director's letter of support.
- 5. The department committee's chair will prepare a letter that summarizes the candidate's qualifications for the promotion, and a recommendation.
- 6. The chair of the Psychology Department will review both the CASAA director's and the department committee's recommendations.
  - a. If the department's committee is in line with the CASAA director's recommendation to support the candidate's promotion, the chair of Psychology will take this into consideration when making a final recommendation to the dean.
  - b. If the department committee's recommendation is *not* to support the proposed promotion (i.e., It goes against the CASAA director's recommendation), the chair of the Psychology Department will hold a meeting with the chair of the department committee and the CASAA director so that the issue may be discussed

further. After considering both sides of the case, the chair of the Psychology Department will make a recommendation to the dean.

# Approved by the Psychology Department faculty on 9/22/17

# FD.2. Department Standards and Expectations for Promotion and Tenure

The University's Policy on Academic Freedom and Tenure specifies that probationary faculty are to be evaluated in the four categories of teaching, scholarly work, service and personal characteristics. Successful candidates must demonstrate *competence* and *effectiveness* in all four categories, and must have demonstrated *excellence* in at least one of the categories of teaching or scholarly work. The descriptions contained in this document discuss the expectations of the Department of Psychology in these four areas, the criteria to be used to judge effectiveness and excellence, and the standards to be applied to these criteria.

Importantly, the department recognizes that high quality research, teaching, and service come in many forms. We aim to consider the body of our probationary faculty's work within the broader context in which it was conducted. For example, labor-intensive research, such as community-engaged research or other research with clinical/community populations, will have this context considered as one of the variables when reviewing a candidate's case. This does not suggest that quality will be compromised, but simply that diverse types of work will be accepted and valued.

# Research

*Peer-reviewed publications.* The most important component of a research record demonstrating competence, effectiveness, and excellence in this area consists of peer-reviewed publications. Candidates demonstrating these qualities in research will have generated a corpus of work, published or in press, that has had, or promises to have, substantial impact on their field of inquiry. Naturally, not all peer-reviewed papers contribute equally in this regard. Publications can be differentiated based on several criteria:

First, some papers are judged to have *greater potential impact* than others. This feature is, naturally, not perfectly assessed. Nonetheless, there exist several bases by which to judge potential impact: (a) Some papers may have already achieved a substantial impact, as reflected by citations in the scholarly literature. (b) Very recent papers have had little chance to be cited numerous times. In these cases, the science citation journal impact factor (or comparable impact factor; e.g., Scimago) can be used as a rough guide to likely impact. Papers published in higher impact journals contribute more heavily to a record of competence, effectiveness, or excellence than papers published in journals with weaker impact factors. Importantly, given that the range for impact factors (and their interpretation) varies significantly across fields, the impact of journals will be evaluated relative to other journals within the person's field (c) External referees may comment on the importance of papers a candidate has published.

Second, *first-authored papers* contribute more strongly to a person's record of achievement than  $2^{nd}$  or nth-authored papers. However, in some content areas the last/contributing authorship

position is reserved for the individual who is responsible for the project. In such cases the "contributing author" position will be viewed similarly to first authorship. Nonetheless, it remains important for candidates to publish as first author on some papers.

Third, papers that are published *independent of graduate or post-doctoral advisors* (or other senior colleagues who have played mentorship roles) offer stronger evidence of ability to conduct publishable research than papers that include these individuals as authors. Relatedly, in many content areas it is important for candidates to publish papers that report data that the candidate has had a major role in collecting at UNM, a local data collection site, or a site that the candidate has played a major role in establishing.

Papers that exhibit all three of these qualities; namely, first-authored papers, published in high impact journals, independent of senior advisors or mentors, offer especially valuable evidence of competence or excellence in research. The reason is simple: Such papers uniquely offer clear evidence of the candidate's ability to independently take the lead in formulating, executing, and communicating the results of a research study judged by peers to be of sufficient quality to be accepted for publication in leading, high impact journals. For this reason, for instance, several papers that possess all three qualities could very well be judged more favorably than a corpus of twice as many papers, half of which were published in high impact journals but of nth-authorship by the candidate, and half of which were first-authored but published in low impact journals.

It is difficult to specify in unambiguous terms the quantity and quality of publications that demonstrate competence/effectiveness or excellence in research. As implied above, evidence of effectiveness requires some first-authored papers in higher impact journals and independent of senior advisors. Ideally, a successful candidate will have published, on average, multiple papers per year, of consistent quality throughout the pre-tenure period, with a substantial number appearing in high impact journals (relative to a person's field), first-authored, and independent of senior advisors or mentors. A record typically would raise concerns about a candidate's effectiveness in producing scholarly work if, even were the record to contain multiple papers per year, including ones in high impact journals and first-authored papers, the record lacked any single paper that was simultaneously first-authored, in a high impact journal, and independent of senior advisors or mentors. A record of excellence requires multiple first-authored publications in high impact journals, independent of senior advisors or mentors.

*Chapters, books, and book reviews.* All papers can contribute to the judgment that a candidate has demonstrated effectiveness or excellence in research. In general, however, publication of chapters in edited volumes (even if first-authored) or book reviews cannot substitute for publication of scholarly articles in high impact peer-reviewed publications. Most untenured faculty do not undertake the writing of a book, whether it be a textbook, a trade book, a popular book, or a research monograph, and perhaps for good reason – their efforts are typically best put toward execution of research and publication in peer-reviewed journals. The impact of a book on judgment of effectiveness and excellence in research will typically depend on assessment of the extent to which the book's contents contribute intellectually to a person's field of study. (For instance, a monograph putting forward a novel theoretical approach and integrating research findings in important ways could have meaningful positive impact, whereas a textbook typically would not.)

*External grants.* Research in some areas may require external funding and in other areas such funding may facilitate research. Hence, candidates in these areas may have spent considerable time and effort writing grant proposals. Successful grant applications to external agencies (e.g., NIH, NSF), particularly those on which the candidate is a PI, contribute to a record of scholarship demonstrating effectiveness and excellence. Hence, the records of two candidates, one candidate a PI on a funded grant, the other lacking a funded grant application, could be judged differently as a result. At the same time, unlike a strong record of independent peerreviewed publication, grant-getting is neither necessary nor sufficient to demonstrate effectiveness and excellence. Someone with a strong record of independent publication in peerreviewed journals could be judged excellent in research, even lacking grant support. And someone who has obtained a funded grant could, lacking a solid record of independent publication, be judged as not having amassed a record of scholarship indicative of effectiveness.

*Unpublished papers and unfunded grant applications.* Though probationary faculty may be praised for writing and submitting papers and grant applications in annual reviews or other evaluations prior to the tenure evaluation (as these activities represent steps toward achievement in the domain of research), papers that remain unaccepted for publication or grant applications that remain unfunded generally add little to nothing to a tenure candidate's record of achievement. Papers that are in press or grants that are en route to funding (as evidenced by proper documentation), by contrast, will be judged to contribute to the record of scholarly achievement.

**Programmatic research.** A corpus of papers that appears in high quality journals, particularly those first-authored and independent of senior advisors, will be judged as evidencing effectiveness or excellence in research, whether those papers concern related phenomena as part of a systematic "program" of research, or unrelated topics. However, a clear and systematic program of research may be viewed positively by faculty and external reviewers as an indicator of the candidate's likely research trajectory. Moreover, the programmatic nature of a faculty member's research may affect the interest of graduate students in pursuing a degree and their own research interests at UNM, and the ability of a faculty member to attract graduate students may affect their research success here.

**Conference talks and other oral presentations.** Oral or poster presentations at conferences offer valuable opportunities for researchers to disseminate their work, elicit feedback and fruitful discussion about their work, and find new colleagues working on similar topics. Such conference activities are looked upon favorably in the review process. Still, they do not substitute for peer-reviewed publication. Invited addresses or talks, typically initiated based on a candidate's published work, can offer evidence that a candidate's research is having an impact on the candidate's field. They are helpful (though, at the level of promotion to Associate Professor, not necessary) components of a candidate's record.

# Teaching

The demonstration of competence and effectiveness in teaching (and potentially excellence, if the candidate's *teaching* record is being evaluated as the primary area for excellence) is a

required characteristic of the successful candidate for tenure and promotion in the Department of Psychology. Achieving such a status does not require one to become a classical orator or an audiovisual technology expert. However, it does require the accumulation of an array of converging evidence that substantiates the claim that the required level of effective teaching has been reached. It is not necessarily expected that a high level of competence will be demonstrated immediately. Rather, since the fact of hiring in the first place is based in part on predicted teaching potential, it is typical that the level of teaching performance by the probationary faculty member will show a positive trajectory during the probationary period. This is especially so during the years leading up to the mid-probationary review. Further, teaching is not an activity that is limited to classrooms and scheduled classes. The dimension of teaching also includes mentoring activities in laboratory and independent study venues, and the willingness and ability to establish respectful and productive relationships with students.

*Classroom teaching.* Several factors are taken into consideration when evaluating a faculty member's classroom teaching. Specifically, the faculty member is expected to: (1) develop and execute up-to-date and accurate course curricula, (2) participate in the departmental teaching mission, typically across a range of undergraduate and graduate courses. Generally, by the time of the tenure review the candidate will have prepared several individual courses, (3) use the agreed-upon methods of course evaluation. These methods should assess the effectiveness of the instructor, the course as a whole, and the content of the course. Typically the university's standard evaluation system (completed by students) will be used as at least one of the instruments of evaluation. If the faculty member wishes to use additional methods for evaluating classroom teaching, they must be approved in advance upon consultation with the probationary faculty member's area head, the department chair, and the teaching mentor, (4) have these standard student ratings evaluated primarily by comparing the candidate's ratings to those of the department and to the college overall. Ratings that consistently exceed the Department of Psychology's mean ratings will be viewed with the highest regard. In interpreting the class evaluations, consideration will be given to factors such as class size, inherent content difficulty, and interest and motivation of students, (5) have lectures periodically observed by senior faculty. Typically observations will take place each semester throughout the probationary period, (6) demonstrate appropriate self-reflection and a plan for remediation upon receiving feedback on teaching, and (7) show evidence of respectful treatment of students, including making reasonable course demands, reliably setting and keeping office hours, providing timely student feedback, and demonstrating responsiveness to questions and inquiries posed by students. Evidence of this dimension comes from the standard student ratings, but could be influenced by a history of student complaints to administrative faculty and staff.

*Mentoring activities.* It is expected that faculty members participate in the training of graduate students throughout the probationary period. Relevant evidence includes serving on thesis and dissertation committees, recruiting students into their own research specialties, and facilitating creative student research activities. The faculty mentor is expected to be able to advance his/her graduate students through to the achievement of their advanced degrees and to facilitate their professional placement. This is seen as evidence of the ability to mentor professional development, which is a central feature of our role in graduate education.

While it is not considered unusual or necessarily problematic for graduate students to change graduate mentors during the course of their training, the consistent inability to retain and develop students through the program may be viewed negatively.

Graduate students will be invited to submit feedback about a candidate. The feedback may be written or verbal. For the latter case, graduate students will be offered a meeting either with the faculty member scheduled to present the candidate's teaching record, or with the Associate Chair for Graduate Education.

The mentoring of honors students and independent study (PSY 499) students is viewed positively as well, but is not generally considered a complete substitute for mentoring graduate students.

# Service

The Department of Psychology does not expect major contributions in the area of service by probationary faculty, and so the department chair will be mindful of placing these faculty on committees requiring limited amounts of work. Service commitments outside the department (e.g., reviewing of journal manuscripts, public lectures, uncompensated professional workshops), while desirable, must be balanced against the faculty member's primary responsibilities in the areas of teaching and research.

While attempts will be made to avoid overburdening probationary faculty with service responsibilities, this should not be interpreted to mean that the contributions of the faculty member in major departmental functions are not expected or valued. Indeed, probationary faculty are expected to attend and fully participate in functions such as departmental faculty meetings, colloquia, and hiring.

# PERSONAL CHARACTERISTICS

"Personal characteristics" constitute a fourth area in which faculty performance is to be evaluated, as required by the Faculty Handbook. As defined in the Handbook Policy on Academic Freedom and Tenure, relevant personal traits are those that influence an individual's effectiveness as a teacher, a scholar, a researcher and a leader in a professional area. One trait that clearly influences an individual's effectiveness as a member of an academic community is collegiality. While independence of thought is valued, respect for others and some level of congeniality affect both how the individual's ideas are received and also the general work environment that the department is trying to achieve. Indeed, a sense of teamwork in contributing to achieving shared goals (e.g., attempting to provide an excellent education to our students) is an important potential benefit of being an academic. The extent to which one's interpersonal skills contribute to a harmonious working environment is thus relevant to judgments about one's suitability for a faculty role.

A second general category of traits that can strongly influence a faculty member's effectiveness relates to the domain of character and ethical behavior (e.g., with respect to the protection of human subjects or the care of animals). Perhaps most fundamental is whether one can be trusted.
This is applicable to professional behavior, such as statements made in the classroom and in reports of one's scholarly work. Given that universities exist for the preservation, discovery and dissemination of truth, fidelity--the trustworthiness of one's assertions and work--is indispensable to the faculty role. As expressed in the AAUP Statement on Professional Ethics included in the Faculty Handbook, professors "accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty." More generally, the faculty member's role as teacher and member of an academic community carries with it the duty to reflect the best scholarly and ethical standards of the discipline.

One arena in which both independence of thought and interpersonal skills may be manifest is in one's contributions to deliberations in departmental faculty and committee meetings. A willingness to contribute one's own perspective, ideas and work, while also showing due respect for the opinions of others, contributes to the effective functioning as a community of scholars.

#### Approved by Psychology Department Faculty 10/26/12; revised 4/5/19

#### FD. 3 Rewarding Productive Researchers

\*APR Issue: Retention of vulnerable faculty

#### Awards:

A total of 4 faculty will be selected annually for a special departmental reward of some type (see below) in recognition of their high research productivity.

#### **Eligibility**:

- At most, an individual can only receive the award once *every other* year.
- For the course release:
  - Individuals must be teaching at least 2 courses per year.
  - Individuals must have undergraduates enrolled in PSY 499 and/or graduate students enrolled in PSY 551 or for masters/dissertation hours during the semester of the release.

#### Selection Criteria:

- Three selections will be made by going down the top research rankings determined by the Salary Committee until 3 eligible and interested individuals are identified.
- The 4<sup>th</sup> award will go to an individual identified as having an outstanding year, particularly when it shows a marked increase in research productivity over recent years. Improvement in research rankings will be used to guide the process. If the Salary Committee does not see just one person clearly standing out, the committee will make several recommendations to the

chair. The chair will make the final decision, but will consult with the P & P Committee if desired.

#### Menu of Rewards:

- Course release (See eligibility requirements).
- Discretionary money (approx. \$2500) for research or travel for faculty or students.
- A 10 hour per week "RA" for one semester.

Importantly, the chair will determine whether the department can provide a faculty member's first choice for a reward (e.g., whether there is a sufficient amount of money in the TA/GA pool to use .25 FTE to serve as an "RA").

#### Approved by the Psychology Department faculty on 4/7/17; modified 11/9/18

# S.4. Annual Reviews: Language Used to Characterize a Faculty Member's Teaching and Scholarly Work

Per the Provost, each faculty member's annual review must now include a characterization of their Teaching and Scholarly Work as: Needs Improvement, Effective, or Excellent. Departments were instructed to develop criteria for these ratings. It is unclear how this information will be used. The Policy & Planning (P & P) Committee discussed this issue on several occasions. Ultimately the P & P Committee recommended using the Salary Committee's average ratings for Teaching and their average ratings for Research. Individuals who received average ratings above 4.0 on the 5-point scale would be considered Excellent for that domain (Teaching or Research), and those who fell below 1.5 would be characterized as Needs Improvement. However, these cutoffs would only serve as *guidelines* which would then be reviewed by the Department Chair.

After considerable discussion, the criteria were changed to: Greater than 3.5 = Excellent; less than 1.5 = Needs Improvement. Thus, 1.5 - 3.5 = Effective. Furthermore, any faculty member who receives a rating of less than 1.5 will be discussed by the P & P Committee in addition to the Department Chair. The chair suggested that we use this plan on a trial basis for one year (or less, if we receive new information that raises questions about the consequences for these ratings). A motion was made by Katie Witkiewitz to accept this plan; it was seconded by Jeremy Hogeveen. The motion was passed with all in favor.

#### Approved by Psychology Department Faculty on 2/28/2020 (Trial basis)

#### **RESEARCH**

R.1. SONA Policy: Use of the Psychology Department's Subject-Recruitment Website

The Psychology department's website for recruiting participants from Psychology classes (currently housed on sona-systems.com) is primarily intended for studies offering class credit in exchange for research participation. The number of credit hours awarded should be proportionate to the time requirement specified in study advertisements: 1 credit hour for 60 minutes of participation, 2 credit hours for 120 minutes, and so on.

*Cash-Only Studies*: To simplify website management and reduce confusion among students, researchers not offering class credit to student participants should consider housing the study elsewhere. If a researcher nevertheless wishes to use SONA for a cash-only study, they should highlight this fact on the ad (e.g., state "<u>NOTE You will earn cash only for your participation</u> <u>and NOT class credit</u>"). Also, the ad should request that participants contact the researcher directly to make an appointment, rather than signing up within SONA.

*Cash-and-Credit Studies*: Researchers can offer a combination of class credit and money provided that, *in addition to IRB approval*, at least one of the following conditions applies:

(a) the monetary component is not advertised anywhere and therefore not used as an incentive for participants to sign up for that study over another. For example, researcher can offer non-advertised performance-based incentives after a participant has already signed up.

(b) the class credit and money noted in the advertisement are allocated to different testing sessions. For example, a researcher could offer class credit for the first two days of testing (via the department's website) and money for the third day.

(c) the money is explicitly described as reimbursement for abnormal costs incurred due to participation (e.g., driving to a remote off-campus site).

(d) the demands of the study are exceptional (e.g., painful, embarrassing), and participants would be unlikely to sign up without monetary compensation. Studies falling under this category should request approval by the SONA committee; if the committee is undecided, they will request a faculty vote.

Note: Studies enrolled in SONA prior to adoption of this policy in Fall 2018 are exempt from the policy.

#### Approved by Psychology Department Faculty 10/19/18

#### **HIRING**

#### H.1. Conflicts of Interest Regarding Faculty Hiring

The sub-committee tasked with identifying the bona fide applicants for a faculty hire will send the names of these bona fide applicants to the Search Committee members once they are reviewed. The Search Coordinator will then check with committee members as soon as possible to determine whether anyone might have a conflict of interest with the bona fide candidates. A definite conflict of interest will be declared if the Search Committee member is the former primary research mentor of a bona fide applicant. In this case the committee member will step down from the committee. In the event that a Search Committee member (who is *not* the chair of the Search Committee) is unsure as to whether he or she has a conflict of interest, the issue will be discussed with both the

Search Committee chair and the department chair. The decision as to whether a conflict of interest exists, and if so, how it should be resolved, will be made by the chairs of the Search Committee and the department. Of course, the Policy and Planning Committee can be consulted in the process. If the *chair* of the Search Committee is uncertain as to whether he or she has a conflict of interest, the issue will be discussed and resolved by the department chair and the senior associate dean. If a Search Committee member steps down, a replacement will be made as early as possible.

If a faculty member is a former mentor of a candidate:

(1) Prior to the discussion, the faculty member will state the nature of the conflict (former student) and for whom the conflict exists.

(2) The faculty member may participate in the discussion of candidates.

(3) The faculty member with the conflict will not participate in the final vote and will not be present for the vote.

For all other conflicts of interest the individual with the conflict must not be present or participate in discussions or voting.

#### Approved by Psychology Faculty 11/8/17; modified 1/19/18; 10/19/18

#### Appendix 2 CBA Article 13. College of Arts and Sciences Unit Academic Workload Policy

#### Academic Workload Policy – Department of Psychology

#### I. OVERVIEW

The following Academic Workload Policy applies to all member of the bargaining unit. It replaces the Department's previous Variable Teaching Load Policy. The Department of Psychology recognizes all three elements of bargaining unit member's work to be teaching, scholarship, and service. Each of these categories are described below:

#### Teaching

It is expected that all members of the bargaining unit will teach one undergraduate or graduate course per academic year; bargaining unit members who are compensated at 1.0 FTE may not utilize course releases and course buyouts to achieve a 0-0 teaching load (i.e., it is expected that all full-time faculty will teach at least 1 course per year). Teaching is understood to include all activities associated with the instruction and mentoring of students, including many activities that extend beyond classroom teaching. The teaching duties of a bargaining unit member include instruction in courses with assigned credit hours and instructional assignments, including thesis, dissertation, seminar, and special problems supervision, other mentoring of graduate students performing research activities, contributions to graduate student milestone committee, mentoring and supervision of undergraduate students including Honors students, course preparation including syllabus preparation/revision, group or individual office hours, evaluation of student learning objectives, grading, mentoring of students, writing letters of recommendation, assessment of departmental and state-wide learning objectives, and performance of clinical supervision.

#### Scholarship

Scholarly work (also referred to as scholarship or research) is understood to include any work carried out and documented by bargaining unit members to produce and disseminate new knowledge or creative works. This can include any effort founded on the expertise and training of the bargaining unit member, and examples of this production and dissemination include: laboratory or archival based research; community-based scholarship; pedagogical research; publication of peer-reviewed research articles, commentaries, books, book chapters, and reviews; development and sharing of creative works at professional conferences and academic institutions; grant writing and principal investigator (PI) duties; and conference presentations/panels.

#### Service

Service is understood to include any activity performed by the member that does not fall into the definitions of teaching and scholarship, and whose completion is oriented towards supporting the full and effective functioning of the department, institution, or academic discipline or academic community more broadly, as well as effort to serve the public and broader community

beyond the academy. These activities include, but are not limited to: participation in shared governance; participation in department-, campus- and system- wide committees; participation in departmental meetings; participation in graduation ceremonies; participation in recruitment activities for students; participation in recruiting and hiring activities for faculty and staff; participation in tenure and promotion panels; advising or providing expertise to UNM initiatives; community, regional, national, or global service engagements; activity in national and international societies in the academic field of the member; organization of conferences; peer review of scholarly works; acting as a journal editor; organization or participation in community outreach events; presentations to community/non-academic audiences.

#### II. Workload Norms (by title and rank)

#### Lecturer (I, II, or III)

Teaching Four courses per semester or eight courses per academic year. Courses that are taught without additional compensation during the winter and summer sessions count.

Scholarship No scholarship is expected or required.

Service One department committee assignment per academic year.

#### Senior Lecturer (I, II, or III)

Teaching Four courses per semester or eight courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count. Any teaching activities performed beyond the required teaching load to support the delivery of the Department's curriculum will be compensated through additional (overload) financial compensation or reassignment of other duties.

Scholarship No scholarship is expected or required.

Service Some administrative duties equivalent to the workload of one course per semester or two courses per academic year. At least one department committee assignments per academic year which should be related to the delivery of Psychology's undergraduate curriculum; or service as Departmental AOPS Coordinator or Associate Chair for Undergraduate Education.

#### Principal Lecturer (I, II, or III)

Teaching Four courses per semester or eight courses per academic year. Courses taught, without additional compensation, during the winter and summer sessions count.

Scholarship No scholarship is expected or required.

Service Some administrative duties equivalent to the workload of one course per semester or two courses per academic year. At least two department committee assignments

per academic year, including at least one related to delivery of Psychology's undergraduate curriculum; or service as Departmental AOPS Coordinator or Associate Chair for Undergraduate Education.

#### **Research Assistant Professor**

Teaching No teaching is expected or required

Scholarship minimal productivity may be satisfied with any of the following categories: (a) one refereed publications in print, in press, or published online, (b) one authored or edited book, (c) one published comprehensive training manual or software package or application, (d) one external grant proposal [Note: Grant proposals are subject to review by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective], (e) one external grant funded as PI, or (f) submission of two refereed papers if other categories are not met, (g) serve as co-investigator on externally funded grant. Category f may not be used in two consecutive years in order to meet minimum expectations for scholarship.

Service No service is expected or required.

#### **Research Associate Professor**

Teaching Mentoring is a core mission of a research center, department, and institution. Minimal productivity may be satisfied with any of the following categories although this list is not exhaustive. Exception cases will be reviewed by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective: (a) mentoring of undergraduate and/or graduate and/or postdoctoral fellows in research methods and/or content, (b) mentoring resulting in conference presentations and/or internal or external grant proposals, (c) mentoring resulting in the submission of one refereed paper per year. Category c may not be used for two consecutive years in order to meet minimum expectations for mentoring.

Scholarship Minimal productivity may be satisfied with any of the following categories: (a) one refereed publications in print, in press, or published online, (b) one published comprehensive training manual or software package or application, (c) one external grant proposal [Note: Grant proposals are subject to review by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective], (d) one external grant funded as PI, (e) serve as co-investigator on externally funded grant, or (f) submission of two refereed papers if other categories are not met. Category e may not be used in two consecutive years in order to meet minimum expectations for scholarship.

Service Minimal productivity may be satisfied with any of the following activities: Membership on one internal research unit committee, with such service broadly defined to include committees supporting externally funded grants, facility management, information/data management, and recruitment and/or retention of postdoctoral and research faculty.

#### **Research Full Professor**

Teaching Mentoring is a core mission of a research center, department, and institution. Minimal productivity may be satisfied with any of the following categories although this list is not exhaustive. Exception cases will be reviewed by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective: (a) mentoring of undergraduate and/or graduate and/or postdoctoral fellows in research methods and/or content, (b) mentoring resulting in conference presentations and/or internal or external grant proposals, (c) mentoring resulting in the submission of two refereed paper per year.

Scholarship Minimal productivity may be satisfied with any of the following categories: (a) two refereed publications in print, in press, or published online, (b) one published comprehensive training manual or software package or application, (c) one external grant proposal [Note: Grant proposals are subject to review by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective], (d) one external grant funded as PI, (e) serve as co-investigator on externally funded grant, or (f) submission of two refereed papers if other categories are not met. Category f may not be used in two consecutive years in order to meet minimum expectations for scholarship.

Service Minimal productivity is satisfied by service in two of three categories: (a) Service on one internal research unit committee, with such service broadly defined to include committees supporting externally funded grants, facility management, information/data management, and recruitment and/or retention of postdoctoral and research faculty, (b) service on departmental and/or institutional committees, and (c) service on NIH review panels and/or review panels external to the institution.

#### **Assistant Professor**

Teaching Two courses per semester or four courses per academic year, not including winter intersession and summer. Assistant Professors are expected to serve as primary mentor graduate students and to serve on graduate student milestone committees. Teaching loads for probationary faculty will be two courses for the academic year (e.g., 1-1) unless otherwise noted in the letter of offer. It is also recognized that incoming faculty are not expected to be primary mentor for graduate students in year 1. This policy also recognizes the probationary faculty member's pre-tenure research semester as outlined in Article 10 of the Unit 1 collective bargaining agreement.

Scholarship minimal productivity may be satisfied with any of the following categories: (a) one refereed publications in print, in press, or published online, (b) one authored or edited book, (c) one published comprehensive training manual or software package or application, (d) one book chapter, (e) one external grant proposal [Note: Grant proposals are subject to review by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective], (f) one external grant funded as PI, or (g) submission of two refereed papers if other categories are not met. Category g may not be used in two consecutive years in order to meet minimum expectations for scholarship.

Service <u>Departmental</u>: Serving on at least one Departmental standing committee per academic year. Assistant Professors are not expected to serve as Chair of Departmental committees, or serve on college or university level committees. <u>Professional</u>: Assistant Professors are expected to engage in professional service activities such as performance of manuscript reviews and grant reviews.

#### **Associate Professor**

Teaching Two courses per semester or four courses per academic year, not including winter intersession and summer. Associate Professors are expected to serve as primary mentor graduate students, to effectively mentor students to complete departmental milestones, and to serve on graduate student milestone committees.

Scholarship minimal productivity may be satisfied with any of the following categories: (a) one refereed publications in print, in press, or published online, (b) one authored or edited book, (c) one published comprehensive training manual or software package or application, (d) one book chapter, (e) one external grant proposal [Note: Grant proposals are subject to review by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective], (f) one external grant funded as PI, or (g) submission of two refereed papers if other categories are not met. Category g may not be used in two consecutive years in order to meet minimum expectations for scholarship.

Service <u>Departmental</u>: Serving on at least two standing committees per academic year. Chairing at least one committee at the Departmental level or service on a major College or University committee is expected. <u>Professional</u>: Associate Professors are expected to engage in professional service activities such as performance of manuscript reviews and grant reviews, service on editorial boards, service to professional organizations.

#### **Professor (Full)**

Teaching Two courses per semester or four courses per academic year, not including winter intersession and summer. Professors are expected to serve as primary mentor to graduate students, to effectively mentor students to complete departmental milestones, and to serve on graduate student milestone committees.

Scholarship minimal productivity may be satisfied with any of the following categories: (a) one refereed publications in print, in press, or published online, (b) one authored or edited book, (c) one published comprehensive training manual or software package or application, (d) one book chapter, (e) one external grant proposal [Note: Grant proposals are subject to review by the chair or the Policy & Planning Committee to determine whether they satisfy the intended objective], (f) one external grant funded as PI, or (g) submission of two refereed papers if other categories are not met. Category g may not be used in two consecutive years in order to meet minimum expectations for scholarship.

Service **Departmental :** Serving on at least two standing committees per academic year and Chairing one Departmental Committee or UNM committee outside the Department is

expected. Service on at least one committee outside the department (College, University) or major service to the Department are expected (e.g., Area Head). **Professional**: Professors are expected to engage in professional service activities such as performance of manuscript reviews and grant reviews, service on editorial boards, service to professional organizations.

#### III. Mitigating (Modifying) Factors

#### A. Administrative Duties

1. Faculty performing the following administrative duties that exceed workload norm expectations may choose to receive fractional credit toward course releases according to the following schedule. Fractional course releases can be accumulated and converted to full course release in a semester negotiated with the unit chair or director.

- Serving as Editor of a journal 0.5 courses per academic year
- Serving as Consulting, Associate, or Field Editor of a Journal 0.25 courses per academic year
- Director of a Category I Center 1 course per academic year.
- Director of Clinical Training 1 course per academic year
- Director of Alcohol Specialty Clinic 1 course per academic year
- Associate Chair 0.5 courses per academic year
- Standing member or Chair (3 or more meetings) or comparable service on NIH/NSF study sections 0.5 courses per year

# Total course release credits under III.A.1 and III.B.1 may be accumulated up to two course releases within an academic year.

#### B. Other factors

1. Faculty performing the following activities in the areas of teaching and scholarship that exceed workload norms will accrue fractional course release credit according to the following schedule:

#### a. TEACHING/MENTORING CATEGORY

- Clinical Supervision 0.2 courses per semester and student or case supervised. Alternatively, one could accumulate 80 hours of supervision and receive 1 release.
- Teaching large undergraduate service class (>100 students) 0.25 courses per course taught
- Teaching writing intensive course without GA support 0.25 courses per course taught
- Chairing a completed dissertation committee 0.25 courses
- Chairing a completed Master's committee 0.25 courses
- Teaching a graduate course with an additional laboratory component .25 courses

#### b. SCHOLARSHIP CATEGORY

- Intensive Research Productivity (rating in top 8 in the department for research productivity) 0.5 course release per academic year
- Intermediate Research Productivity (rating of 9-16 in the department for research

productivity) – 0.25 course releases per academic year

Fractional course releases can be accumulated and converted to full course release in a semester negotiated with the unit chair or director. Once one course release has been accrued it must be used within the following <u>four semesters</u> not including sabbatical leave.

# Total course release credits under III.A.1 and III.B.1 may be accumulated up to two course releases within an academic year.

2. Psychology's *Workload Policy* further recognizes course releases that a bargaining unit member receives through other mechanisms at UNM. These include ...

a. Course releases included in a bargaining unit member's letter of offer

b. Course releases granted by UNM administrative units at the level of the College or higher

c. Course releases associated with research semesters/research leaves approved by the College of Arts and Sciences.

3. Psychology's *Workload Policy* recognizes that faculty performing additional duties outlined in Mitigating Factors may have, under established agreements and departmental policies, accumulated course releases prior to the implementation of the current workload policy. Faculty who have accumulated course releases will maintain up to four accumulated releases in the categories of Teaching, Scholarship, and Service under the workload policy. Releases accumulated prior to July 1, 2022 must be used prior to June 30, 2025. Sabbatical leaves during this period will extend the end date by a length equivalent to the sabbatical leave.

4. Psychology's *Workload Policy* recognizes that FTE may vary between bargaining unit members, and the FTE of a single bargaining unit member can change within a period covered by the current workload expectation review. Should a mid-year change in FTE occur, workload norms stated above will be proportional to the bargaining unit member's mean FTE for the year in which the FTE change occurred.

5. Psychology's *Workload Policy* recognizes the bargaining unit members' option of taking Research Leave, Sabbatical Leave, and Leave Without Pay with approval from the Chair, College, and Provost during which workload may be altered and course releases may be granted.

6. Psychology's *Workload Policy* allows for faculty developing courses for the Department's Accelerated Online Program of Studies to receive financial compensation for development and certification of AOPS courses. The *Workload Policy* allows for faculty instructors of AOPS courses to receive additional financial payment for enrollments beyond the established course cap published in the Department's Annual Report.

7. Psychology's *Workload Policy* allows for the Chair to reduce departmental service expectations for faculty who have received a rating of Needs Improvement for scholarship or teaching on the most recent Annual Review.

8. Psychology's *Workload Policy* allows for faculty compensated below 0.76 FTE to achieve a teaching load of 0-0 in a single academic year with the prior approval of the Chair in consultation with the faculty member's Area Head, and the appropriate Associate Chair(s) (Undergraduate and/or Graduate) for any affected courses.

#### C. Course buy-outs

Members of the bargaining unit may buy out of courses based on the approved buyout schedule provided by the College. A member may not buy-out of the entire teaching workload as all members must teach at least one course per academic year. Psychology's *Workload Policy* recognizes and incorporates the College research-funded course buyout policy.

#### D. Mind Research Network (MRN)-UNM Professors

Psychology's *Workload Policy* recognizes that joint MRN-UNM Professors may be hired under an active MRN-UNM Professorship Agreement signed by the Provost and representatives of MRN. MRN-UNM Professors with faculty appointments in Psychology will perform teaching, scholarship, and service duties with adjusted norms based on the proportional FTE associated with the bargaining unit member's appointment at UNM (see also section III.B.4).

#### IV. Teaching Overload Compensation

In alignment with the CBA Article 13 and relevant University policies, a faculty of a particular rank teaching more than the normal workload for that rank will be considered teaching an overload. Teaching overloads will be compensated at the temporary part-time rate per course unless otherwise noted. Overload compensation will be paid from unit funds and will not be provided by the College directly or through the TPT allocations, unless approved by the Dean. If the unit cannot offer pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

#### V. Special Administrative Components (SAC)

Given this workload policy provides reduction of teaching workload in accordance with the schedules above for mitigating factors, in general faculty performing administrative duties will not receive additional compensation. In some cases, a Special Administrative Component (SAC) will be paid for administrative beyond that involved in the normal workload. The SAC policy of the College of Arts and Sciences is incorporated into this workload policy. All SACs paid to faculty by the unit will be consistent with the College SAC policy for Category B appointments. Category B SACs are paid out of unit funds and will not be provided by the College. If the unit cannot offer

pecuniary compensation, the faculty member may be compensated in-kind by adjusting workload as specified in the treatment of mitigating factors.

Members of the bargaining unit performing the following duties will receive a SAC in lieu of or in addition to course releases. Specific Amounts vary and are determined by the Department and College.

- a) Area Head, Director of Clinical Training
- b) Emphasis Head
- c) Associate Chair
- d) Coordinator of Accelerated Online Program of Studies
- e) Category I Center Director

#### **VI. Annual Review of Workload Expectations**

Each year, in the spring semester and before May 1, the Department Chair will undertake a review of each bargaining unit member's workload expectations in accordance with the parameters set out in this policy. The workload expectation review is separate from the annual performance review and will include a system of accounting for work done during the academic year.

The annual review of workload expectation review has two components:

a) review of work done consistent with the previous year's expectations established in the previous review, and

b) review the current expectations and establish revised expectations for the next review cycle.

An accounting of total workload will sum to 100 points. Each bargaining unit member will, by agreement with the Chair and in accordance with this policy, allocate their workload, based on rank norms and applicable modifying factors, to sum to 100 points. Points are recognized to reflect all dimensions of workload and may vary from the traditional allocation of 40/40/20 assigned to teaching/scholarship/service of tenured and tenure-track faculty. The Department Chair shall consult with the Department's Annual Performance Review (formerly "Salary") Committee, which is elected by the voting faculty, to perform the workload expectation review and ensure transparency and consistency in the evaluation of workload expectations.

The department recognizes faculty member's interests and focus can change over time, which may be reflected in flexibility in the distribution of workload between teaching, scholarship, and service. It is during the annual workload review that each faculty member can express a desire to alter the distribution of workload across these categories within reason. As examples, teaching may be reduced for one or two semesters with a corresponding increase in scholarly workload, however this cannot persist beyond two semesters. Similarly, a faculty member may wish to substitute more teaching for less scholarship, however any teaching above the norm established in section II will not be considered a teaching overload.

In the spirit of transparency and accountability, the workload expectations accounting for each bargaining unit member will be made available to any bargaining unit member in the department each year upon request.

#### **VII. Concluding Remarks**

Bargaining unit members should be aware that as this workload policy is established as required by Article 13 of the Unit 1 CBA, any part of this policy is grievable under Article 17 of the CBA. The policy is subject to change by majority vote of the collective bargaining unit members of the Department of Psychology.



April 21, 2015 (revised 5/13/15 to reflect correct site visitors)

Robert G. Frank President University of New Mexico MSC05 3300 1 University of New Mexico Albuquerque, New Mexico 87131

Dear President Frank,

At its meeting on March 19-22, 2015 the Commission on Accreditation conducted a review of the doctoral Ph.D. program in Clinical Psychology at the University of New Mexico. This review included consideration of the program's most recent self-study report, the preliminary review of July 22, 2014 and the program's response to the preliminary review on October 21, 2014, the report of the team that visited the program on December 3-4, 2014, and the program's response to the site visit report on February 11, 2015.

I am pleased to inform you that, on the basis of this review, the Commission on Accreditation (CoA) voted to award accreditation to this program. In so doing, the Commission scheduled the next accreditation site visit to be held in 2021. 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.

Dr. Paula Shear 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 review. This is 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.

#### **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.

250 First Street, NE Washington, DC 20002-4242 (202) 336-5500 (202) 336-6123 TDD

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#### University of New Mexico (Clinical Ph.D.) Page 2

The Clinical Ph.D. program at the University of New Mexico is the largest of the doctoral programs within the Department of Psychology in the College of Arts and Sciences. The program is highly regarded by administrators and the program is integral to the mission of the department, college, and university. The program is represented in the operating budget of the department and the program's specific objectives are aligned with the mission and goals of the department (site visit report [SVR], p. 3). Students are required to spend at least two years in full-time residency and complete an internship program. Formal written policies are available addressing academic admission and degree requirements, financial and administrative assistance, student performance evaluation and feedback, and due process and grievance procedures for students and faculty.

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 implements a clinical-science training model, which aligns with the mission of the department, college, and university. The program emphasizes scientific, evidence-based approaches to clinical psychology in conjunction with an emphasis on development of research-based clinical skills. The training goals, objectives, and competencies are linked to the education and training experiences which are sequential, cumulative, and graded in complexity. In addition, the program provides practicum training that is sufficient to prepare students for their subsequent internship training. Students take "three clinical electives" that allow them to gain experience in their selected areas of interest; these electives include courses in treatment/intervention for substance abuse, child and adolescents, psychological trauma, acceptance and commitment therapies, and health psychology (preliminary review response [PR-R], p. 5). The site visitors report that clinical assessment, intervention experiences, and placements are graded in complexity, diverse, and well supervised (SVR, Domain B).

In response to the preliminary review of the self-study, the program submitted a revised B.2 Table outlining its training goals, objectives, and competencies. In addition, the program outlined the evaluation strategies for assessing the attainment of those competencies at the expected minimum levels of achievement (PR-R, Table B.2, pp. 41-51). Upon review of how the outcomes are measured and the evaluation tools identified in Table B.2, it is unclear how the program evaluates students' attainment of individual competencies. For instance, the program indicates that the *Evaluation Form for Graduate Student Comprehensive Exam* (PR-R, pp. 74-76) is one of the evaluation tools used to assess the competencies associated with Goals 1, 3, and 4. However, upon review of the form it is unclear how it allows for the evaluation of specific competencies. Similarly, some of the evaluation methods listed in Table B.2 use a mean of scores to assess competency. For example, the mean score of two clinical case presentations, as well as a mean performance of B on research and/or comprehensive exams with cross-cultural aspects, are a portion of what is used to evaluate Competency 4Fb. Given this use of mean scores The accreditation website (<u>www.apa.org/ed/accreditation</u>) provides important updates and policy changes related to the accreditation process. As an accredited program, we encourage you to periodically visit the website to remain current on all new accreditation policies. The Commission on Accreditation would also like to remind you that all accredited programs must inform the accrediting body in a timely manner of changes that could alter the program's quality. A copy of Implementing Regulation C-19 (Notification of Changes to Accredited Programs) is attached for your information.

Please note that at the time of your next self-study submission, your program will be reviewed under the new Standards for Accreditation (SoA). Additional information on the 2017 implementation of the SoA will be provided in the coming months. Please visit the accreditation website for updates and information.

In closing, on behalf of the Commission on Accreditation, I extend congratulations to the 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,

quelene kenerde Wall

Jacqueline Remondet Wall, Ph.D. Director, Office of Program Consultation and Accreditation

cc: Mark Peceny, Ph.D., Dean, College of Arts and Sciences Jane Ellen Smith, Ph.D., Chair, Department of Psychology Elizabeth A. Yeater, Ph.D., Director of Clinical Psychology Program Stephen N. Haynes, Site Visit Chair James E. Maddux, Site Visit Member Richard McGlynn, Site Visit Member

Appendix 4



February 16, 2021

Elizabeth A. Yeater, Ph.D. Associate Professor Director of Clinical Training Department of Psychology University of New Mexico Albuquerque, NM 87131-0001

Dear Dr. Yeater:

It is my great pleasure to inform you that **the Clinical Program in the Department of Psychology at the University of New Mexico (UNM) is now accredited by the Psychological Clinical Science Accreditation System** and is listed as such on the <u>PCSAS</u> <u>website</u>. Accreditation was made final with the PCSAS Board of Directors ratifying the Review Committee's earlier approval. The PCSAS Board, Review Committee, and I are delighted to have you among our programs. We know UNM will wear this badge of distinction with pride, will uphold the standards and values of PCSAS, and will promote the PCSAS mission of advancing public health through science-centered education. We ask that you add your PCSAS accreditation distinction prominently to your website and program materials.

We congratulate UNM for being the 44<sup>th</sup> outstanding program to receive PCSAS accreditation. UNM's PCSAS accreditation is valid for up to ten years, predicated on maintaining and enhancing the high quality of training documented in your application. To retain accreditation for the full ten years, you must submit an annual report, respond satisfactorily to all PCSAS queries regarding program developments, and pay annual fees. Accreditation will expire on December 31, 2030. A renewal application must be submitted by September 1, 2030, for review in December.

**PCSAS Background.** PCSAS was created to provide rigorous, objective, and empiricallybased accreditation to both recognize and promote exemplary clinical science programs that embody the highest science-centered standards of education and training. PCSAS programs produce integrative and trans-disciplinary psychological clinical scientists who, in their research and application, employ scientific methods and knowledge from a broad range of perspectives to advance the understanding and management of important public health problems and to extend the science base for psychological care. To be eligible to apply for PCSAS accreditation, a program must grant the Ph.D., must be in a non-profit research-intensive university, and must demonstrate that its chief mission is to prepare its graduates for careers as *clinical scientists*. These are careers in which graduates make significant contributions to advancing, disseminating, and applying scientific knowledge regarding nature, origins, prediction, assessment, prevention, and amelioration of psychopathology and health-compromising behaviors.

To earn PCSAS accreditation, applicants must demonstrate a strong commitment to high-quality, science-centered education and training in clinical psychology, with an emphasis on integrative research and application. This commitment must be operationalized through a coherent educational plan, curriculum, and allocation of resources; must be articulated explicitly in the program's documents, public disclosures, and website; and must be demonstrated in the activities and accomplishments of the program's faculty, students, and graduates.

Programs must provide clear evidence of a consistent record of graduating clinical scientists — individuals who have made meaningful contributions to basic and applied research relevant to mental and behavioral health problems and who have used their scientific knowledge and skills to design, develop, select, evaluate, supervise, disseminate and deliver empirically supported assessments, interventions, and prevention strategies. Importantly, additional evaluation criteria are a strong mentoring component in research and application and equally strong commitments to diversity, ethics, and continuous quality improvement.

The PCSAS Review Committee examined the University of New Mexico's clinical psychology program in great detail and concluded that the program more than satisfies all these standards.

**Overview of University of New Mexico Reviews.** The PCSAS Review Committee's evaluation of the UNM application involved two independent reviews of the program's detailed self-study, a site-visit report by two visitors (Stony Brook's Dr. Daniel Klein and Penn State University's Dr. José Soto, both from PCSAS programs), and a formal and extensive discussion by the <u>full Review Committee</u>. Attached are the written summaries of reviewers' and site-visitors' evaluations of your program. These summaries highlight the program's many impressive strengths.

The *sine qua non* of gaining PCSAS accreditation is documentation of a strong record of consistently graduating productive clinical scientists and, indeed, the University of New Mexico has built such a record. You will see from the written summaries that your doctoral program has proven its status by compiling a record of training students who have gone on to prominent careers in which they have made significant contributions to

advancing psychological clinical science—through research, teaching, service, and professional leadership. UNM's clinical graduates are well represented on the faculties of academic departments in and outside of psychology, in medical schools, and as leaders in a variety of other key mental and behavioral health roles.

More specifically, the Review Committee focused on the achievements of *each* of your program's graduates over the past ten years and found that a majority of these graduates pursued clinical science careers that reflect, incorporate, and implement your program's high-quality scientific training. Moreover, graduates who are involved in the delivery or dissemination of clinical services base their clinical applications on scientific evidence.

The UNM program has developed a formula for inculcating strong scientific, ethical, and professional values in its students; for arming its students with cutting-edge knowledge, skills, and methods; and for supporting graduates once they have left the program to pursue careers.

**Review Highlights.** PCSAS's mission is to advance public health by promoting sweeping improvements in the quality and scientific foundations of graduate education and training in clinical psychology across the U.S. and Canada. To that end, PCSAS intends to feature the distinctive strengths of the programs it has accredited as models for other programs to emulate. The Review Committee took special note of UNM's outstanding record, as you'll see in the attached. Here are just a few highlights:

• The Review Committee was impressed that UNM has been systematically working toward PCSAS Accreditation for some years. It is a member of the Academy of Psychological Clinical Science, and it successfully lobbied for state recognition of PCSAS accreditation several years before applying for accreditation themselves. It clearly has transformed itself into a clinical science program in the PCSAS tradition, as exemplified by its website (e.g., "We adhere strongly to a clinical science model, which means that our training program has been designed to reflect the *integration* of science and practice across all aspects of training"). The clinical science approach also was documented in the submitted materials, was communicated by the clinical faculty and graduate students that site visitors met, and was understood and appreciated by others interviewed during the visit (the Dean, Chair, non-clinical faculty members, and clinical supervisors).

• One of the Program's goals is to "develop students' teaching skills to assist them in effectively disseminating the knowledge base of psychological clinical science." This is not often made so explicit in other PCSAS programs and we

congratulate UNM for stating it so clearly and supporting it so well in its curriculum and student experiences.

• The Review Committee was further impressed that the program has a clear student evaluation process in effect and a method for implementing remediation plans for those students who are struggling. Also, student rights are enumerated, with a grievance process in place. The program reports that, in the last 10 years, two students filed grievances with the higher administration when they were terminated in light of their inability to complete their remediation plan. In both cases, the program decision was supported by the higher administration.

The program offers three areas of emphasis which students may pursue: • Quantitative/Methodology (with the number of courses seen as a particular strength of the program), Health Psychology, and Diversity/Multicultural Psychology, each with specific requirements. All students take courses in psychopathology, cognitive and personality assessment, empirically supported treatments, ethics/professional issues, and statistics. All courses seemed very sound. In addition, students take a course in diversity/multicultural perspectives and coursework to meet APA Discipline Specific Knowledge requirements. To their credit, the program meets the DSK requirements with a series of 3-4 integrative courses taught outside the clinical area and relies upon the PSYC GRE subscales to evaluate foundational knowledge. Students also take an introductory course in Clinical Science, a pre-practicum course (providing an introduction to various interventions and the role of a practitioner), and enroll in a case conference/research presentation (including research ethics) seminar in which they are required to make one case presentation and one research presentation during their time on campus (both of which are rigorously evaluated).

• The Review Committee noted that students receive rigorous training in research, including courses in research design and analysis of experiments and advanced statistical modeling including multivariate statistics and latent variable modeling. They apply their skills in several projects designed to satisfy educational milestones: a master's thesis (with impressively determined criterion), a comprehensive examination, which is often a systematic review using PRISMA guidelines, and a doctoral dissertation.

• Site visitors met with almost all current students. The students all understood and embraced the clinical science model. Most were drawn to the program because of an interest in their mentor's work, and several mentioned that the UNM interview experience significantly raised UNM's position on their list, so the program does a very good job of conveying its strengths during these interviews. Most students expressed an interest in careers that provided opportunities for both research and clinical practice (e.g., medical schools, VAs). The students were very satisfied with their training, and the more advanced students noted that the things that were problematic

when they first arrived have improved substantially due to changes implemented by the program. All of these items attest to the excellent way that the program fosters students and commits to quality improvement.

• Most impressive is the way the program and the university are committed to diversity. UNM is one of only a small number of Hispanic-Serving Institutions in the U.S. that is also classified as a Carnegie Research University. The program's commitment to training students in both service and research with diverse populations and to the recruitment of underrepresented minorities for faculty and student positions can be seen throughout its application and all was confirmed by site visitors. For example, students can elect a concentration in Diversity/Multicultural Psychology and can see clients in the program's specialty cultural counseling and diversity clinic. These are unique features for a clinical science program. The Review Committee strongly commends the program for these and so many other related features relating to diversity, inclusion, and equity.

The ability of the program to provide excellent research settings across a range of specialties is a particular strength. Students may conduct research in the Psychology Clinical Neuroscience Center, a 10,000 square foot area that includes 6 research pods containing offices for over 25 personnel, 5 imaging laboratories (EEG, TMS, EMG, EyeLink), a sleep laboratory, and 2 meeting rooms. Students also have access to the Center on Alcohol, Substance Use, and Addictions (CASAA), 22,500 square feet of office and research space that supports about 50 faculty, staff, and pre- and postdoctoral trainees. Finally, students may conduct their work at the Mind Research Network (MRN), a world-class research organization with state-of-the-art imaging, genetics, and information technologies and services. MRN is an independent non-profit organization located within the Pete and Nancy Domenici Hall on UNM's health sciences campus. MRN is a 50,000 square foot facility supporting researchers who can provide support and guidance in project development, data acquisition, imaging analysis, and neuroinformatics services. In addition, the facility houses Magnetic Resonance (MR) and Magnetoencephalography (MEG) technologists, numerous junior-level staff members, and administrative and technical support staff.

• This is a very collaborative program. Students often work with multiple clinical faculty members, and sometimes with faculty in other areas of the department, CASAA, or the MRN. Occasionally, a member of another area of the department is the primary mentor, although in those cases the student has a secondary mentor from the clinical program. This arrangement works well and furthers the notion of the integration of clinical psychology with other subdisciplines.

• Reviewers commented specifically on the very nice integration between students' clinical and non-clinical training experiences, including research training, with

integration between clinical practice and research being a key factor in the clinical science model. Reviewers also appreciated that many/most clinical faculty serve as clinical supervisors, a further example of this integration. In addition, an excellent job is being done in vetting external pratica, making sure that these experiences, too, are in model. Site visitors met with a number of external supervisors and came away very impressed. In turn, those supervisors expressed appreciation for the excellent students who came to their settings.

• The Review Committee also commented on the excellent 1-year internship placements earned by UNM students as just one outcome of their excellent training. The Committee noted that students earned these placements while being encouraged to acquire only about 500 contact hours during their graduate careers, and, specifically, no more than 600 hours under most circumstances. We know that PCSAS graduate students often think "the more contact hours, the better," but the UNM experience should be a signal to all PCSAS programs that about 500 hours is the correct amount. Congratulations to the program for making this so clear.

• The University of New Mexico's clinical faculty members are very strong. They publish in leading journals and most have the support of federal (>50%) or other sponsored research grants. They are active in national issues in clinical psychology and provide stable leadership within the program and department. Longtime Director of Clinical Training, Dr. Elizabeth Yeater, was, in particular, singled out for universal praise as a driving force behind the developing excellence of the program and its desire as expressed by all for PCSAS accreditation.

• We appreciate that the program took very seriously their responsibility to evaluate their graduates' outcomes and did so systematically and with the input of the entire clinical faculty.

In summary, this is a high-quality program reflecting first-rate clinical science faculty in a first-rate department, excellent students, and a clinical science training model that is well implemented. The PCSAS Review Committee judged the University of New Mexico Doctoral Program in Clinical Psychology to be a strong one that meets and exceeds PCSAS's high standards for accreditation. The program, department, and university have well-earned this special designation. PCSAS is proud to add the University of New Mexico to its distinguished roster of accredited clinical science programs.

Please feel free to contact me if you have questions about your review, our decision, your accreditation status, or anything else related to PCSAS. All of us associated with PCSAS hope that your achievement of PCSAS accreditation is the beginning of a productive collaboration aimed at advancing clinical science and public health.

Sincerely,

Q/h/

Alan G. Kraut, Ph.D. Executive Director

Attachments: University of New Mexico Accreditation Reviews

Cc: Derek Hamilton, <u>dahamilt@unm.edu</u>, Chair, Department of Psychology Mark Peceny, <u>markpec@unm.edu</u>, Dean, College of Arts and Sciences James Holloway, <u>provost@unm.edu</u>, Provost Garnett Stokes, <u>presidentstokes@unm.edu</u>, President C PhD Psych - Doctor of Philosophy in Psychology

# Appendix 5

# Code Diversity and Health Data Science Across the Lifespan

Under Review | Fall 2023

## **Proposal Information**

#### Workflow Status

In Progress

Faculty Senate, Faculty Senate Waiting for Approval | Faculty Senate Approval

Rick Holmes

Nancy Middlebrook

# **Proposal Information**

Sponsoring faculty/staff member **@** David Witherington

**College** College of Arts & Sciences

Department Psychology Sponsoring faculty/staff email dcwither@unm.edu

**Campus** Main Campus

## **Effective Term and Year**

Proposed Effective Term and Year Fall 2023

## Justification

#### **Concentration Justification**

The purpose of the Diversity and Health Data Science Across the Lifespan area is to provide specialized training in the application of understanding sociocultural diversity across the lifespan to inform our understanding of psychological processes of health and human behavior, as well as broader implications for health equity, data science equity, and social policy. Western cultures represent a significant minority of the world population; however, historically, psychology has advanced Western constructs and models as being universal. Yet every psychological construct has a cultural component. There are different ways of knowing across cultures, and this knowledge may be useful to expand our current conceptualizations. In addition, there are many social forces that negatively impact health such as prejudice, discrimination, and systemic oppression, yet these are often not explicitly included in our models of health and healing. We should offer this area because many of our faculty and students are conducting grant funded research that is working across multiple disciplines and that can be integrated to inform new research directions with direct human health and policy implications. Training students in psychological research methods who can work in areas of health equity, data science, and social policy will serve a need for New Mexico, which lags behind the United States in many key areas of health.

## **Associated Forms**

expand

# Program Information

#### Degree Name

PhD Psych - Doctor of Philosophy in Psychology

Degree Type	Program Type
Doctor of Philosophy	Doctoral
Program Description No Parent Selected	
Degree Hours	Minimum Major Hours
64-66	
Degree Requirements	
<ul> <li>Complete all of the following</li> <li>Complete the following: <ul> <li>PSYC501 - Advanced Statistics (3)</li> <li>PSYC503L - Advanced Statistics Laboratory (1)</li> <li>PSYC502 - Design and Analysis of Experiments (3)</li> <li>PSYC504L - Design and Analysis of Experiments Laboratory (1)</li> <li>PSYC505 - Research Seminar (2)</li> <li>PSYC507 - Teaching Seminar (2)</li> <li>PSYC551 - Graduate Problems (1 - 3)</li> </ul> </li> <li>Earn at least 33 credits from the following types of courses: Concentration requirements and electives.</li> </ul>	
<ul> <li>Earn at least 18 credits from the following:</li> <li>PSYC699 - Dissertation (3 - 12)</li> </ul>	
Grand Total Credits: 64 - 66	

## **Concentration Information**

#### **Concentration Title**

Diversity and Health Data Science Across the Lifespan

#### Program Level

Graduate

#### **Concentration Requirements**

· Complete all of the following

#### **Concentration Core Courses**

- Earned a minimum grade of B- in each of the following:
  - PSYC508 Psychological Research with Diverse Populations (3)
  - PSYC516 Health Disparities (3)
  - PSYC629 Culture and Human Development (3)
  - PSYC510 Advanced Health Psychology (3)

#### **Qualitative Courses**

- Complete all of the following
  - Earn at least 3 credits from the following:
    - ANTH541 Problems and Practice in Ethnography (3)
    - CJ605 Qualitative Research Design and Analysis (3)
    - EDPY645 Advanced Seminar in Educational Psychology (3)
    - LLSS605 Advanced Qualitative Research Methods (3)
    - NATV560 Research Method and Practice in Indigenous Scholarship (3)
    - PH556 Community Participatory-Based Research (2 3)
  - Students who choose PH 556 Community Participatory-Based Research must register for 3 credit hours.

#### Quantitative Courses

- Complete all of the following
  - Earn at least 3 credits from the following:
    - EDPY593 Topics (1 3)
    - EDPY607 Structural Equation Modeling (3)
    - PH502 Epidemiology and Biostatistics I (4)
    - PSYC601 Multivariate Statistics (3)
    - PSYC650 Special Topics in Psychology (1 3)
    - STAT574 Biostatistical Methods: Survival Analysis and Logistic Regression (3)
  - Topics courses that are available to satisfy this requirement are: EDPY 593--T: Multi-Level Modeling PSYC 650--ST: Latent Variable Modeling PSYC 650--ST: Analysis of Data
- All students are required to select at least one additional elective course (3 credits) from the area to satisfy a total credit requirement of 21. The choice of electives and substitution of any alternative elective courses must be approved by the area faculty.

#### **Grand Total Credits: 18**

#### **Concentration Description**

The Diversity and Health Data Science Across the Lifespan area is focused on understanding the social, emotional, cognitive, physical, and spiritual bases of human development, health, and well-being within the contexts of cultural and linguistic systems, educational and social systems (e.g., health care, criminal legal system), public health policy, and data-informed approaches to improving health equity.

Appendix 6

Full Name	Job Title	Google Scholar Link
Cavanagh, James F.	Associate Professor	https://scholar.google.com/citations?user=9rVAMiMAAAAJ&hl=en&oi=ao
Ciesielski, Kristina R.	Associate Professor	
Clark, Benjamin	Associate Professor	https://scholar.google.com/citations?hl=en&user=W_W5s5kAAAAJ
Clark, Vincent P.	Professor	https://scholar.google.com/citations?hl=en&user=nlpu7FAAAAAJ
Erickson, Sarah J.	Associate Professor	https://scholar.google.com/citations?hl=en&user=2V9N5IsAAAAJ
Grubbs, Joshua	Associate Professor	https://scholar.google.com/citations?hl=en&user=gCnmj3kAAAAJ
Hamilton, Derek A.	Professor, Chairperson	https://scholar.google.com/citations?hl=en&user=j-VpHzYAAAAJ
Hogeveen, Jeremy P.	Assistant Professor	https://scholar.google.com/citations?hl=en&user=MLoQQKgAAAAJ
Hurlocker, Margo C.	Assistant Professor	https://scholar.google.com/citations?hl=en&user=68YHZy8AAAAJ
Kiehl, Kent A.	Professor	https://scholar.google.com/citations?hl=en&user=JiyVnPcAAAAJ
Miller, Geoffrey F.	Associate Professor	https://scholar.google.com/citations?hl=en&user=vEqE_rUAAAAJ
Moyers, Theresa B.	Professor	https://scholar.google.com/citations?hl=en&user=sL78nHgAAAAJ
Pentkowski, Nathan	Associate Professor	https://scholar.google.com/citations?hl=en&user=RleZPTgAAAAJ
Reynolds, Tania A.	Assistant Professor	https://scholar.google.com/citations?hl=en&user=T-7CQ9MAAAAJ
Ruthruff, Eric D.	Associate Professor	https://scholar.google.com/citations?hl=en&user=coK3aU0AAAAJ
Smith, Bruce W.	Associate Professor	https://scholar.google.com/citations?hl=en&user=rGpf-5sAAAAJ
Smith, Jane Ellen	Professor	https://scholar.google.com/citations?hl=en&user=Wb_ID1QAAAAJ
Tesche, Claudia D.	Professor	https://scholar.google.com/citations?hl=en&user=gSsQ4cQAAAAJ
Tofighi, Davood	Associate Professor	https://scholar.google.com/citations?hl=en&user=hzQ60YcAAAAJ
Venner, Kamilla L.	Associate Professor	https://scholar.google.com/citations?hl=en&user=3cgL0JAAAAAJ
Verney, Steven P.	Professor	https://scholar.google.com/citations?hl=en&user=9usVa6AAAAAJ
Vigil, Jacob M.	Associate Professor	https://scholar.google.com/citations?hl=en&user=loECOp0AAAAJ
Witherington, David C.	Associate Professor	https://scholar.google.com/citations?hl=en&user=F7KmyLIAAAAJ
Witkiewitz, Katie A	Distinguished Professor	https://scholar.google.com/citations?hl=en&user=y4A95tsAAAAJ
Yeater, Elizabeth A.	Professor	https://scholar.google.com/citations?hl=en&user=aYBYG8QAAAAJ

# Appendix 7

Cassandra Boness Ph D		The Systematic Review of Reviews Methodology & Application	09/30/22	Notes
Cassalidia Dolless, 1 ll.D.	University of New Mexico,	Too Much, Too Fast: Identifying the Neural Causes and Consequences of Binge	09/30/22	
David Linsenbardt	School of Medicine	Drinking using Rodent Models	09/22/22	
Manag Hughadran Bh D	University of New Mexico	Addanasian At Disk Sylater as Use via Individual and Systemia Americahas	00/16/22	
Margo Huriocker, Fil.D.	University of New Mexico	Validation and Extension of the Addictions Neuroclinical Assessment in Heavy	09/10/22	
Elena Stein	Psychology	Drinkers	05/06/22	Haught Lecture
	Oklahoma State University,			
Daniel Sznycer, Ph.D.	Oklahoma Center for Evolutionary Analysis			
	(OCEAN)	Value Computation in Humans	03/11/22	
Gary Weissman, Ph.D.	UNM Earth and Planetary	Building an Inclusive Environment in Academia through		
Monica Williams Ph D	Sciences University of Ottowa	the Activation of Multicontext Theory Cultivating Civil Courage	02/25/22	
Deveed Teffebi Dh D	University of New Mexico	Improving Validity and Replicability of Longitudinal Mediation Models in	01/20/22	
Davood Toligili, Til.D.	Psychology	Psychological and Health Sciences	11/19/21	
Nathan Pentkowski, Ph.D.	University of New Mexico Psychology	Preclinical evidence for targeting specific serotonin receptors to treat stimulant use	11/05/21	
	rsychology	Parsing maternal insensitivity to children's emotional distress among mothers with	11/05/21	
Debrielle Jacques		alcohol dependence symptoms: Longitudinal links with children's affective and anxiety		
	University of Rochester	problems	10/01/21	Zoom
Jeffrey Lewine, Ph.D.	MRN	Neuroscience	09/03/21	Zoom
Kelsey Serier	University of New Mexico	Food for thought: Assessment and treatment of eating and weight disorders in Hispanic	05/07/21	Haught Lecture
Main Straid Dh D	University of Minnesota	A meta-theoretical perspective on microaggressions research	04/20/21	
Steve Ramirez Ph.D.	Boston University Psychology	Artificially manipulating positive and negative memories in healthy and maladaptive stat	04/30/21	
David Puts Ph.D.	Penn State Anthropology	Early gonadal hormones shape psychology and behavior	04/16/21	
Lee Jussim Ph.D. Michael Fancelow Ph. D.	Rutgers U. Psychology	Implicit bias and the IAT: Racial gaps and scientific gaps	04/02/21	Quad I. Speake
Barbara McCrady Ph.D.	UNM Psychology	A woman in psychology: My story, our story	02/12/21	Quau=L Speake
Rex Jung Ph.D.	UNM Neurosurgery	The reason behind creative cognition	01/29/21	
Elizabeth Yeater, Ph.D.	University of New Mexico	Social Information Processing and Collage Woman's Rick for Sexual Victimization	11/20/20	Zoom
Chara Marana Bl. D	University of New Mexico	Sociocultural Factors in Assessing American Indians and Alaska Natives: Research &	11/20/20	20011
Steve Verney, Ph.D.	Psychology	Clinical Implications	11/06/20	Zoom
Theresa Moyers, Ph.D.	University of New Mexico	Whet's A Cood Themaist Cood For Asymptot?	10/22/20	7
	University of New Mexico	what's A Good Inerapist Good For, Anyway?	10/23/20	ZOOIII
Kamilla Venner, Ph.D.	Psychology	Bridging Worlds: Indigenous and Western Perspectives on Addiction	10/09/20	Zoom
Jeremy Hogeveen, Ph.D.	University of New Mexico		00.05.00	-
	Psychology University of New Mexico	Exploration and exploitation in human decision making New Perspectives on Alcohol Harm Reduction and Recovery from Alcohol Use	09/25/20	Zoom
Katie Witkiewitz, Ph.D.	Psychology	Disorder	02/14/20	
Marco Del Giudice, Ph.D		A roundtable discussion about open Science: Lemons into Lemonade:		
Jeremy Hogeveen, Ph.D.	University of New Mexico	From the Replication Crisis to	01/21/20	Roundtable
Steven L. Neuberg, Ph.D.	Arizona State University	Discriminating Ecologies: A Life History Approach to Stigma and Health	11/15/19	Discussion
Steren Er Heuberg, Find:	University of New Mexico	Biblininaang Beologies. It Ene History Approach to Baghar and Healan	11/10/17	
Ben Clark, Ph.D	Psychology	Thalamo-Hippocampal Basis of Spatial Behavior	11/01/19	
Scott O. Lilienfeld, Ph.D.	Emory University	Intellectual Humility: Implications for Political, Personality, and Clinical Psychology	9/30/19	
Brad Aimone, Ph.D.	Sandia National Laboratories	Computing as a Constraint to Understand the Hippocampus	9/2//19	
	University of New Mexico	Social media for science outreach: How to spread ideas, recruit students, and network		
Geoffrey Miller, Ph.D.	University of New Mexico Psychology	Social media for science outreach: How to spread ideas, recruit students, and network with colleagues	9/13/19	
Geoffrey Miller, Ph.D. Jalie Tucker, Ph.D., M.P.H	University of New Mexico Psychology	Social media for science outreach: How to spread ideas, recruit students, and network with colleagues Behavioral Economics of Addictive Behavior Change: Applications to Alcohol Use	9/13/19 8/30/19	
Geoffrey Miller, Ph.D. Jalie Tucker, Ph.D., M.P.H	University of New Mexico Psychology University of Florida	Social media for science outreach: How to spread ideas, recruit students, and network with colleagues Behavioral Economics of Addictive Behavior Change: Applications to Alcohol Use Disorders	9/13/19 8/30/19	Jr. Quad-L
Geoffrey Miller, Ph.D. Jalie Tucker, Ph.D., M.P.H Joshua Carlson, Ph.D.	University of New Mexico Psychology University of Florida Northern Michigan University	Social media for science outreach: How to spread ideas, recruit students, and network with colleagues Behavioral Economics of Addictive Behavior Change: Applications to Alcohol Use Disorders Cognitive and Neural Factors Associated with Attentional Bias and its Modification	9/13/19 8/30/19 4/26/19	Jr. Quad-L Speaker
Geoffrey Miller, Ph.D. Jalie Tucker, Ph.D., M.P.H Joshua Carlson, Ph.D. William Campbell, Ph.D.	University of New Mexico Psychology University of Florida Northern Michigan University Behavior Therapy Associates	Social media for science outreach: How to spread ideas, recruit students, and network with colleagues Behavioral Economics of Addictive Behavior Change: Applications to Alcohol Use Disorders Cognitive and Neural Factors Associated with Attentional Bias and its Modification The Next Evolution in Clinical Psychology: A Review and Case Study in Digital	9/13/19 8/30/19 4/26/19	Jr. Quad-L Speaker
Geoffrey Miller, Ph.D. Jalie Tucker, Ph.D., M.P.H Joshua Carlson, Ph.D. William Campbell, Ph.D.	University of New Mexico Psychology University of Florida Northern Michigan University Behavior Therapy Associates Albuquerque, NM University of New Mexico	Social media for science outreach: How to spread ideas, recruit students, and network with colleagues Behavioral Economics of Addictive Behavior Change: Applications to Alcohol Use Disorders Cognitive and Neural Factors Associated with Attentional Bias and its Modification The Next Evolution in Clinical Psychology: A Review and Case Study in Digital Therapeutics and Adaptive Interventions Microbiome as a Toring Hoze-How Bicky Microbiomes Influence Brain and	9/13/19 8/30/19 4/26/19 04/19/19	Jr. Quad-L Speaker
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Geoffrey Miller, Ph.D. Jalie Tucker, Ph.D., M.P.H Joshua Carlson, Ph.D. William Campbell, Ph.D. Joe Alcock, Ph.D. Derek Hamilton, Ph.D. Marco Del Giudice, Ph.D. David Ley, Ph.D.	University of New Mexico Psychology University of Florida Northern Michigan University Behavior Therapy Associates Albuquerque, NM University of New Mexico Emergency Medicine University of New Mexico University of New Mexico Executive Director of New Mexico Solutions Albuquerque, NM	Social media for science outreach: How to spread ideas, recruit students, and network with colleagues Behavioral Economics of Addictive Behavior Change: Applications to Alcohol Use Disorders Cognitive and Neural Factors Associated with Attentional Bias and its Modification The Next Evolution in Clinical Psychology: A Review and Case Study in Digital Therapeutics and Adaptive Interventions Microbiome as a Trojan Horse-How Risky Microbiomes Influence Brain and Behavior Spatial Navigation: Frames, Sequences, and Strategies Middle Childhood: An Evolutionary-Developmental Perspective Sexual Self-Control Difficulties-What's ACTUALLY Going on in Self-Identified Sex Addicts	9/13/19 8/30/19 4/26/19 04/19/19 5-Apr-19 03/22/19 03/08/19 02/22/19	Jr. Quad-L Speaker
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#### Appendix 8 PSYCHOLOGY COURSES

LOWER DIVISION

- PSYC1110 Introduction to Psychology
- PSYC2110 Social Psychology
- PSYC2120 Developmental Psychology
- PSYC2220 Cognitive Psychology
- PSYC2221 Applied Psychology
- PSYC2250 Brain and Behavior
- PSYC2270 Psychology of Learning and Memory
- PSYC2320 Health Psychology
- PSYC2330 Psychology of Human Sexuality
- PSYC2510 Statistical Principles for Psychology
- PSYC2996 Topics

#### UPPER DIVISION

- PSYC302 Psychological Research Techniques
- PSYC313 Case Management in Addictions
- PSYC324 Infant Development
- PSYC329 Adolescent Psychology
- PSYC331 Psychology of Personality
- PSYC332 Abnormal Behavior
- PSYC335 Clinical Psychology
- PSYC335L Clinical Psychology Laboratory
- PSYC342 Evolution and Human Behavior
- PSYC344 Human Neuropsychology
- PSYC345 Neuroscience of Aging and Dementia
- PSYC346 Introduction to Forensic Psychology

- PSYC347 Drugs and Behavior
- PSYC360 Human Learning and Memory
- PSYC364 Psychology of Perception
- PSYC367 Psychology of Language
- PSYC373 The Psychology of Horror
- PSYC374 Cultural Psychology
- PSYC375 Psychology of Gender
- PSYC376 The Psychology of Love
- PSYC391 Junior Honors Seminar
- PSYC392 Junior Honors Seminar
- PSYC400 History of Psychology
- PSYC405 Crisis Worker Practicum
- PSYC408 Psychological Research with Diverse Populations
- PSYC410 Advanced Health Psychology
- PSYC411 Treatment of Addictions
- PSYC412 Applied Clinical Experience in Addictions Counseling Field Work
- PSYC416 Health Disparities
- PSYC421 Advanced Developmental Psychology
- PSYC422 Child Language
- PSYC423 Human Emotions
- PSYC430 Alcohol Use and Alcohol Use Disorders
- PSYC433 Depression: Diagnosis, Treatment, Prevention
- PSYC434 Behavior Therapies
- PSYC439 Child Psychopathlogy
- PSYC440 Neuroscience of Sleep and Dreaming
- PSYC441 Sleep: Scientific Investigation
- PSYC443 Psychobiology of Emotion
- PSYC444 Advanced EEG Analysis in MatLab

- PSYC445L Developmental Neuroscience Laboratory
- PSYC448 Functional Neuroanatomy
- PSYC450 Special Topics in Psychology
- PSYC450L Special Topics in Psychology Laboratory
- PSYC454 Positive Psychology
- PSYC455L Positive Psychology Laboratory
- PSYC465L Gorilla Observation Laboratory
- PSYC472 Psychology of Prejudice
- PSYC491 Senior Honors Seminar
- PSYC492 Senior Honors Seminar
- PSYC499 Undergraduate Problems

#### GRADUATE LEVEL COURSES

- PSYC501 Advanced Statistics
- PSYC502 Design and Analysis of Experiments
- PSYC503L Advanced Statistics Laboratory
- PSYC504L Design and Analysis of Experiments Laboratory
- PSYC505 Research Seminar
- PSYC506 Seminar in Mathematical Psychology
- PSYC507 Teaching Seminar
- PSYC508 Psychological Research with Diverse Populations
- PSYC510 Advanced Health Psychology
- PSYC514 Health Psychology Interventions
- PSYC516 Health Disparities
- PSYC528 Seminar on Cognitive Development
- PSYC531 Pre-Clinical Practicum
- PSYC532 Seminar in Psychopathology
- PSYC533 Psychological Evaluation: Cognitive and Neuropsychology Functions

- PSYC535 Psychological Evaluation: Personality Functions
- PSYC538 Introduction to Clinical Science
- PSYC539 Child Psychopathology
- PSYC540 Biological Bases of Behavior
- PSYC541 Introduction to Functional Neuroimaging
- PSYC542 Seminar in Recovery of Function and Epilepsy
- PSYC548 Functional Neuroanatomy
- PSYC551 Graduate Problems
- PSYC554 Positive Psychology
- PSYC561 Cognitive Processes I
- PSYC565 Seminar in Thought and Language
- PSYC569 Seminar in Psycholinguistics
- PSYC599 Master's Thesis
- PSYC601 Multivariate Statistics
- PSYC605 Advanced Latent Variable Modeling
- PSYC610 Case Conference Practicum
- PSYC629 Culture and Human Development
- PSYC630 Seminar in Psychoanalytic Psychotherapy
- PSYC631 Psychotherapy Practicum I
- PSYC634 Ethics and Professional Issues in Clinical Psychology
- PSYC636 Diversity Multicultural Perspectives in Clinical Psychology
- PSYC637 Empirically Supported Treatments
- PSYC641 Seminar in Cognition, Brain and Behavior
- PSYC643 Psychobiology of Emotion
- PSYC644 Advanced EEG Analysis in MatLab
- PSYC650 Special Topics in Psychology
- PSYC691 Clinical Internship
- PSYC699 Dissertation

#### Appendix 9 Undergraduate Program

#### **Admissions Requirements**

A minimum of 26 credit hours; 23 credit hours must be in courses acceptable toward graduation.

A cumulative grade point average of at least 2.00 on all work.

- Transfer students must have a 2.00 transfer GPA.
- Continuing UNM students must have a 2.00 institutional GPA.

Demonstrated academic achievement by satisfying the following:

- Completion of General Education Curriculum: Communication.
- Completion of General Education Curriculum: Mathematics and Statistics.
- Completion of General Education Curriculum: Second Language.

Completion of Department of Psychology admission coursework with grades of "C" or better:

- PSYC 1110.
- One PSYC course at 200-level or above.

#### **Bachelor of Arts in Psychology Major Study Requirements**

- Complete all of the following
  - Complete the following:
    - <u>PSYC1110</u> Introduction to Psychology (3)
    - <u>PSYC2510</u> Statistical Principles for Psychology (3)
    - <u>PSYC302</u> Psychological Research Techniques (3)
  - Earn at least 12 credits from the following:
    - <u>PSYC2110</u> Social Psychology (3)
    - <u>PSYC2120</u> Developmental Psychology (3)
    - <u>PSYC2220</u> Cognitive Psychology (3)
    - <u>PSYC2270</u> Psychology of Learning and Memory (3)
    - <u>PSYC2320</u> Health Psychology (3)
    - <u>PSYC2250</u> Brain and Behavior (3)
  - Earned at least 12 credits from PSYC 300 499
  - Earn at least 3 credits from the following types of courses:

One Psychology elective (3 credit hours). Students may elect to take an upper-division Psychology laboratory (2 credit hours).

• Earn at least 84 credits from the following types of courses:

In addition to the program-specific requirements outlined here, all undergraduate students are required to fulfill UNM's General Education Program requirements and other general undergraduate degree requirements to earn a minimum of 120 credits. In some instances, courses included in an undergraduate degree program's requirement may also fulfill a General Education requirement. Please review the General Education Program in this Catalog for General Education information. Students within the College of Arts and Sciences must also complete 1) a major and a minor; or 2) two majors; or 3) one of the special curricula of the College that requires no minor.

#### **Grand Total Credits: 120**

#### **Bachelor of Science in Psychology Major Study Requirements**

- Complete all of the following
  - To obtain a B.S. in Psychology a student must complete a second major in, a minor in or distributed among (see distributed minor policy): Anthropology (Evolutionary Anthropology concentration; 2nd major option only), Astrophysics, Biochemistry, Biology, Chemistry, Computer Science, Earth and Planetary Sciences, Environmental Science, Forensic Anthropology, Forensic Science, Human Biology (2nd major option only), Mathematics, Statistics, or Physics and complete (i.e., a grade of "C" or better) 35 credit hours in Psychology.
  - Complete the following:
    - <u>PSYC1110</u> Introduction to Psychology (3)
    - <u>PSYC2510</u> Statistical Principles for Psychology (3)
    - <u>PSYC302</u> Psychological Research Techniques (3)
  - Earn at least 12 credits from the following:
    - <u>PSYC2110</u> Social Psychology (3)
    - <u>PSYC2120</u> Developmental Psychology (3)
    - <u>PSYC2220</u> Cognitive Psychology (3)
    - <u>PSYC2250</u> Brain and Behavior (3)
    - <u>PSYC2270</u> Psychology of Learning and Memory (3)
    - <u>PSYC2320</u> Health Psychology (3)
  - Earned at least 12 credits from PSYC 300 499
  - Earn at least 2 credits from the following types of courses:

One upper-division (300/400) psychology laboratory (2 credit hours).

• Earn at least 85 credits from the following types of courses:
In addition to the program-specific requirements outlined here, all undergraduate students are required to fulfill UNM's General Education Program requirements and other general undergraduate degree requirements to earn a minimum of 120 credits. In some instances, courses included in an undergraduate degree program's requirement may also fulfill a General Education requirement. Please review the General Education Program in this Catalog for General Education information. Students within the College of Arts and Sciences must also complete 1) a major and a minor; or 2) two majors; or 3) one of the special curricula of the College that requires no minor.

# **Grand Total Credits: 120**

# Basics in Addiction Counseling Concentration (B.A./B.S.).

The Basics in Addiction Counseling (BAC) concentration is designed for a select group of undergraduate psychology majors who are interested in a career in the alcohol/drug counseling field. In addition to the standard psychology major requirements, the BAC concentration involves a series of specialized addiction courses, as well as a multi-semester field placement at a substance abuse agency. Students admitted to the BAC concentration must have completed all course work requirements to become a Licensed Substance Abuse Associate (LSAA) and/or Licensed Alcohol/Drug Abuse Counselor (LADAC).

To complete the BAC concentration, students must complete 45 credit hours in Psychology courses. In addition, students must earn a grade of "C" or better (grades of "C-" are not accepted) in all psychology courses. Twenty-four credit hours must be taken at UNM to satisfy the residency requirement. Major requirements are only one portion of the undergraduate degree. Meet with an Undergraduate Program Advisor located in the Department to discuss the University and Collegelevel requirements in addition to the major. To earn the B.A. or B.S. degree in Psychology, students must declare a minor. To earn the B.A. degree, students must select a minor from the approved College of Arts and Sciences minor list. To earn the B.S. degree, students must declare a minor from: Anthropology; Biology; Chemistry; Computer Science; Mathematics; Physics; or Statistics. Meet with the minor departmental advisors to review minor requirements.

# **Application and Admission**

All applicants are required to be Psychology majors and meet the following requirements:

- Are enrolled in the equivalent of the fourth semester of full-time course work toward a college degree.
- Have a minimum cumulative GPA of 3.0 or a Psychology GPA of 3.5.
- Are committed to a career in the alcohol/drug counseling field.
- Have interpersonal skills appropriate for a counseling career.
- Have the ability to meet the program standards (with or without reasonable accommodation).
- Have read and acknowledged understanding of the New Mexico Counseling and Therapy Practice
- Board standards for licensure.

Interested applicants provide:

- Letter of interest.
- Current resume (work and academic experience).
- At least two letters of recommendation that address the qualifications, character, and motivation of the applicant. These letters may come from employers, professors, or supervisors; these are not personal references.
- College transcripts.
- Completed BAC application.

# **Concentration Requirements**

- Complete all of the following
  - $\circ$  Complete the following:
    - <u>PSYC1110</u> Introduction to Psychology (3)
    - <u>PSYC2250</u> Brain and Behavior (3)
    - <u>PSYC2510</u> Statistical Principles for Psychology (3)
    - <u>PSYC392</u> Junior Honors Seminar (3)
  - Complete at least 3 of the following:
    - <u>PSYC2110</u> Social Psychology (3)
    - <u>PSYC2120</u> Developmental Psychology (3)
    - <u>PSYC2220</u> Cognitive Psychology (3)
    - <u>PSYC2270</u> Psychology of Learning and Memory (3)
    - <u>PSYC2320</u> Health Psychology (3)
  - $\circ$  Complete the following:
    - <u>PSYC332</u> Abnormal Behavior (3)
    - <u>PSYC335</u> Clinical Psychology (3)
    - <u>PSYC347</u> Drugs and Behavior (3)
    - <u>PSYC411</u> Treatment of Addictions (3)
    - <u>PSYC430</u> Alcohol Use and Alcohol Use Disorders (3)
  - Complete at least 1 of the following:
    - <u>PSYC335L</u> Clinical Psychology Laboratory (2)
    - <u>PSYC445L</u> Developmental Neuroscience Laboratory (2)
  - Earn at least 7 credits from the following:
    - <u>PSYC313</u> Case Management in Addictions (1)
    - <u>PSYC412</u> Applied Clinical Experience in Addictions Counseling Field Work (1 6)

# **Grand Total Credits: 45**

# **Psychology Honors Program**

Each year a small number of qualified psychology majors are admitted to the department's Honors program. The Honors program is designed to provide intensive and personal instruction for selected students who intend to pursue graduate or professional study. All students acquire advanced knowledge and skills in psychology and conduct their own research projects.

For over twenty years the Psychology Department has offered an Honors Program in Psychology for qualified Psychology majors. It is our goal that all potentially interested and qualified students are made aware of the existence of the Honors Program so that they may consider whether they would like to apply for entrance into the program. The program involves a total of 12 classroom semester hours distributed over the Junior (PSY 391, 392) and Senior (PSY 491, 492) years. Each student will also complete four semesters' worth of lab work, which may involve formal registration for Psychology 499 credit. Upon completion of the program and recommendation by the Psychology faculty, students will graduate with Honors in Psychology. Based on work in the Honors courses lab work, students are selected to graduate from UNM with honors: Cum Laude, Magna Cum Laude, and Summa Cum Laude.

The Honors major is especially, but not uniquely, attractive to those who plan to pursue graduate work in Psychology. For them, the opportunity to gain invaluable research experience coupled with instructional guidance in the creation and formulation of independent research help to clarify their commitment to the field and their qualifications for further study. The program is also invaluable for those who plan to go into other professional training, such as medicine, teaching, and the law. Hands-on familiarity with the nature of behavioral research enhances their ability to utilize psychological knowledge in such contexts.

# Content of the Honors Program

The Psychology Honors Program consists of two components: a research apprenticeship component and a classroom instruction component. Both components of the program are to be completed by each Honors student.

**Research Apprenticeship Component:** Honors students must apprentice with a mentor and complete lab work throughout the two year course of the program. Initial apprenticeships and lab placement will be established in advance of starting the first semester of the program, or at the latest during the first two weeks of students' first semester in the program. The specific nature of each student's lab apprenticeship will be worked out individually between the student and her/his mentor. Apprenticeships may, for example, involve an extensive research project for which the student takes primary responsibility, or they may involve experiences in which the student performs research that fits within the mentor's ongoing projects. Whether students receive specific 499 credit for their lab apprenticeship (and how many credits) or just end up volunteering for a lab will also be worked out individually between student and mentor. Moving from one apprenticeship/lab to another over the course of the Honors program is permissible, so students need not remain with one mentor and lab for the entire course of the Honors program. The final product of the Research Apprenticeship component of the Honors Program is a poster describing research that the student has conducted/been involved with, to be presented on Research Day in their senior year of the program.

**Classroom Instruction Component:** Honors students must complete four consecutive semesters of Honors coursework. The first semester of Honors coursework teaches students about the philosophical

and historical foundations of modern psychology. The second semester of Honors coursework teaches students about foundational methodological and analytic principles in the study of psychology. In the third and fourth semesters of their Honors coursework, students will be charged with creating and designing, though not necessarily conducting, an independent research proposal.

# Selection into the Honors Program

The goals of the Honors Program require a limited class size to facilitate discussion in a seminar-type setting. Thus, admission cannot be open, but must involve some kind of selection process. The primary basis for selection of students for the program is past academic performance and the personal statement describing interests in psychology and commitment to advanced training (whether it be in psychology or some other area). Other factors such as unique background, training, or research involvement will also be considered. Pre- or co-requisites for PSY 391, the first course in the four-semester sequence, include: either PSYC 2270 (PSY 260): Psychology of Learning and Memory or PSYC 2220 (PSY 265): Cognitive Psychology; PSYC 2510 (PSY 200): Statistical Principles; and PSY 302: Psychological Research Techniques.

In order to ensure that students with unusual records are not eliminated from consideration, our minimum requirements for selection are kept flexible. In general, students entering the program will have a GPA of 3.0 or better, and in fact the mean GPA of admitted students in recent years has been 3.4 or above. We will, however, consider applications from students with lower GPAs who are interested in the program. Students enter the program in the fall, typically having the status of first-semester Junior at that time, and having accumulated nearly 20 credit hours of Psychology courses.

# Application to the Psychology Honors Program

Students interested in the Psychology Honors Program should apply during the spring semester preceding their junior year. Application Deadline: May 1, 2023. Applications received after this date will be considered only if openings in the program still remain at that time. Application forms are available here for you to download to your computer. Applications must electronically from your @unm.edu email address and must include: a copy of all grade transcripts, a statement of the applicant's interests in Psychology, plans for graduate study, if any, and your career plans. Please forward application materials to: Psychology Honors Committee at psychonors@unm.edu -- please put Psychology Honors Application in the subject line.

Your application should include a current phone number and address so that you can be notified of the department's admission decision. If you have any further questions regarding the program, do not hesitate to contact the Department of Psychology, 277-4121.

PSYC 2XXX PSYC 2XXX

Total:

General Education 2nd Language

General Education Requirement

Advisement: Attend Departmental Orientation

# COLLEGE OF ARTS & SCIENCES

Semester One:	Critical Course	Credit Hrs.	Major	or 2nd Major	Gen Ed	Upper Div.	Min. Grade	Notes
P5YC 1110		3	3		3		С	Gen Ed Soc/Beh Sci
ENGL 1110	Y	3			3		С	Gen Ed Choice
Gen Ed Math (1220, 1350, or 1130)	Y	3			3		С	Visit gened.unm.edu
First Year Experience Course		3					D-	Visit firstyear. unm. edu
General Education Requirement	Y	3			3		с	Visit gened.unm.edu
		15	3	0	17	0		

Semester Three:	Critical Course	Credit Hrs.	Major	Minor or 2nd Major	Gen Ed	Upper Div.	Min. Grade	Notes
P5YC 2510		3	3				C	
PSYC 2XXX		3	3				C	See Notes
2nd Major/Minor Course		3		3			С	
General Education Requirement	Y	3			3		С	Visit gened.unm.edu
General Education Requirement	Y	3			3		C	Visit gened.unm.edu
Total		15	6	3	6	0		
Transferred into the College of Arts & S	Sciences							(once semester grades are in)

Semester Five:	Critical Course	Credit Hrs.	Major	Minor or 2nd Major	Gen Ed	Upper Div.	Min. Grade	Notes
PSY Upper Division Elective		3	3			3	С	
PSY Upper Division Elective		3	3			3	С	
2nd Major/Minor Course		3		3			С	
Upper Division Elective		3				3	D-	
Upper Division Elective		3				3	D-	
Total		15	6	3	0	12		
Visit Career Services								

Semester Seven:	Critical Course	Credit Hrs.	Major	Minor or 2nd Major	Gen Ed	Upper Div.	Min. Grade	Notes
2nd Major/Minor Upper Division Course		3		3		3	С	
2nd Major/Minor Upper DivisionCourse		3		3		3	С	
Upper Division Elective		3				3	D-	
Upper Division Elective		3				3	D-	
Upper Division Elective		3				3	0-	
	-							
Total		15	0	5	0	15		
Advisement: Departmental Check-In / Seni	or Visit							

Semester Four:	Critical Course	Credit Hrs.	Major	Minor or 2nd Major	Gen Ed	Upper Div.	Min. Grade	Notes
PSYC 2XXX		3	3				С	See Notes
PSY 302		3	3			3	C	
2nd Major/Minor Course		3		3			С	
2nd Major/Minor Course		3		3			С	
Upper Division Elective		3				3	D-	
Total		15	6	6	0	6		

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Semester Six:	Critical Course	Credit Hrs.	Major	Minor or 2nd Major	Gen Ed	Upper Div.	Min. Grade	Notes
PSY Upper Division Elective		3	3			3	С	
PSY Upper Division Elective		3	3			3	С	
PSY Upper Division Elective		3	3			3	С	
General Education Requirement		4			4		C	Gen Ed Phys & Nat Sci
Elective Any Level		2					D-	
-								
Total		15	9	0	4	9		
Complete Graduation Workshop & Ap	ply for degree							(after 4th week)

Semester Eight:	Critical Course	Credit Hrs.	Major	Minor or 2nd Major	Gen Ed	Upper Div.	Min. Grade	Notes
2nd Major/Minor Upper Division Course		3		3		3	С	
Jpper Division Elective		3				3	D-	
Elective Any Level		3		1			D-	
Elective Any Level		3					D-	
Elective Any Level		3					D-	
Total		15	0	3	0	5		
Advisement: Senior Visit Visit Graduation Fair								
Degree Total		120	36	21	31	48		

#### The New Mexico General Education Curriculum (31 units)

New Mexico Generali Education Cu communication: (6 credit hours) Mathematics: (3 credit hours) Physical and Natural Sciences: (4 credit hours) Social and Behavioral Sciences: (3 credit hours) Humanities: (5 credit hours) Second Inguage: (3 credit hours) Student Choice: (6 credit hours)

#### Arts and Sciences College Minimum Requirements

Total credit hours = 120 300/400 level credit hours = 48 Minimum credit hours taught in A&S = 90

#### University Residence Requirements

Minimum hours = 30 Senior standing = 15 past 92 At least 50% of Major At least 25% of Minor

Minor Advisor:

#### Minimum graduation GPA = 2.00

Keep in mind that minimum grades on road map are for individual coursework only. Students must maintain a minimum of a 2.0 cumulative grade point average for admission to and graduation from the College of Ars and Sciences. Minimum listed for the individual courses do NOT meet the cumulative minimum. Scholarships will have different requirements. Please see your advisor for questions.

#### For more information see the catalogue at www.unm.edu

Contact Information Major Advisor: Please visit http://artsci.unm.edu/advisement/advisors-by-major.html

Email: psychadvise@unm.edu

College Website: http://artsci.unm.edu/advisement/index.html

Email:

Website:

Bachelor of Arts - Psychology

C Gen Ed Communication C Visit gened.unm.edu

Visit gened.unm.edu

(within the 4th to 12)

areer Opportunitie: Counseling Advocacy Human Health Services Human Resources Public Relations Research Program Development Community Relations

Adminstration

Important Notes

# Students who complete a second language through the fourth semester are exempt from 6 of the 48 required upper division credit hours.

PSYC 2XXX PSYC 2210 - Social Psychology PSYC 2110 - Social Psychology PSYC 2220 - Ognitive Psychology PSYC 2220 - Ognitive Psychology PSYC 2250 - Psychology of Learning & Memory PSYC 2320 - Health Psychology

**Career Opportunities and Pathways** 

Any approved minor found in the catalog

Suggested Minors/2nd Majors/Upper Division Electives:

# Website: http://psych.unm.edu https://loboachieve.unm.edu



#### Bachelor of Science - Psychology

				Minor or									Minor				
0	Critical	Credit		2nd		Upper	Min.			Critical	Credit		or 2nd	Gen	Upper	Min.	
Semester One:	Course	Hrs.	Major	Major	Gen Ed	Div.	Grade	Notes Vicit gened.unm.edu	Semester Two:	Course	Hrs.	Major	Major	Ed	Div.	Grade	Notes See Notes
ENGL 1110	Y	3			3		c	Gen Ed Choice	PSYC 2XXX		3	3				c	See Notes
Gen Ed Math (1220, 1350, or 1130)	Y	3	$\Box$		3		с	Visit gened.unm.edu	ENGL 1120	γ	3			3		c	Gen Ed Communication
First Year Experience Course	Y	3	–	+	$\left  \frac{1}{3} \right $	$\mapsto$	D- C	Visit firstyear.unm.edu	General Education 2nd Language	Y Y	3	-		3		C C	Visit gened.unm.edu
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PSYC 2510	Y	3	з				с		PSYC 2XXX		3	3				с	See Notes
PSYC 2XXX		3	3	Ļ	$\leftarrow$	íΨ	<u> </u>	See Notes	PSY 302	γ	3	3	-	<u> </u>	3	C	
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				Minor or									Minor				
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Semester Five:	Course	Hrs.	Major	Major	Gento	Div.	Grade	Notes	Semester Six:	Course	Hrs.	Major	Major	Ed	Div.	Grade	Notes
PSY Upper Division Elective		3	3	<u>+_</u>	$\vdash$	3	c		PSY Upper Division Elective		3	3			3	C C	
2nd Major/Minor Course		3		3		$\square$	с		PSY Upper Division Lab		2	2			2	с	
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# BAC Road Map

	OLLEG RTS & 1	E of SCIEN(	CES										-		I	A/BS Psychology (BAC) Four Year Road Map
Course Subject and Title	Credit Hrs.	Major	Minor or 2nd Major	Core	Upper Div.	Min. Grade	Notes		Course Subject and Title	Credit Hrs.	Major	Minor or 2nd Major	Core	Upper Div.	Min. Grade	Notes
Semester One: PSV 105	3	3		3		С		-	Sem ester Two: **PSY 2XX - see list helow	3	3				С	
First English Composition	3			3		C			PSY 240	3	3				č	
Core Math	3			3		С	recommen ded		**PSY 2XX - see list below	3	3				C	
Freshman Academic Choice	3			2	-	C	ann lint	_	Second English Composition	3			3		C	and list
Core Requirement	5			2		0	see list		Core 2nd Language	5			5		0	see list
Total	15	3	0	12	0	0			Total	15	9	0	6	0	0	
Advisement: How to use the Degree 2	Audit					(any	time after the 10th week)		Advisement: Enhanced Degree Audi	t skills						
Semester Three									Semester Four							
PSY 200	3	3				С			PSY 302	3	3			3	С	
* *PSY 2XX - see list below	3	3		(		С			PSY 347	3	3			3	С	
PSY 332	3	3	2	1	3	C		-	PSY 430	3	3	2	-	3	C	
C&J 130; PHI 156; ENGL 219 or 220	3		2	3		c			Core Requirement	3			3	2	c	see list
Total	15	9	3	3	3			_	Total	15	9	3	3	12		
Transferred into the College of Arts &	2 Science	?S				(onc	e semester grades are in)		Advisement: Attend Departmental O	rientation					(with	hin the 4th to 12th week)
Semester Five:									Semester Six:	La la					a 11	
PSY 411	3	3			3	С			PSY 335L or 480L	2	2			2	С	
Minor or 2nd Major Requirement	3		3	<b> </b>	3	C		-	PSY 313	1	1			1	C	
iviinor or ∠nd Major Kequirement Core Physical Science w/ Lab	3		3	4	3	c c	see list	-	Minor or 2nd Major Requirement	3	3	3		3	C	
Elective any level	2					č			Core Requirement	3			3		Ċ	see list
					9.89				Core Requirement	3			3		С	see list
Total	15	3	6	4	9	5.0			Total Complete Graduation Workshop & A	nnh for degree	6	3	6	9		(after 4th week)
Visit Career Services								_	Advisement: Departmental Check-In	ppy jor uczrec						(upor the recent
Semester Seven:		1			1		1		Semester Eight						1	
PSY 412	3	3			3	С	-		PSY 412	3	3			3	С	
Minor or 2nd Major Requirement	3		3		3	C		_	Min or or 2nd Major Requirement	3		3		3	C	
Core Requirement	3		2	3		č	see list		Elective any level	3					c	
Elective any level	3			_		С			Elective any level	3					С	
	15		0	3	9	·		-	Advisement: Senior Visit	15	3	3	U	0		
Advisement: Departmental Check-In	/ Senior	Visit	r		-		1		Visit Graduation Fair							
	i.					ĩ		6	Degree Total	120	45	24	37	48		
* *Students must take 3 of the following	ng cours	es: 220,	260, 265, 27.	1, 280				_	Students who complete a second langu	age through th	e fourth	sem ester are	exempt	from 6 o	f the 48	required upper division
						-	5	-	credit nours.							
The University of New Mexico Core	Curricul	um (37	units)						Career Opportunities and Pathways	-						
Writing and Speaking: (3-9 units)				1					Counseling							
Mathematics: (3 units)							~		Advocacy							
Physical and Natural Sciences: (7 units	)				-		2		Human Health Services							
Social and Benavioral Sciences: (o uni Humanities: (6 units)	ts)				-			-								
Second Language: (non-English langua	age; 3 un	its)						-	Important Notes							
Fine Arts: (3 units)									BAC Concentration is by application							
Arts and Sciences College Minimum	Require	m ents														
<ul> <li>Total credit hours = 120</li> <li>300/400 level credit hours = 48*</li> </ul>			*Students u	vho con	nlete a	second l	anguage through the	-								
Minimum credit hours taught in A&S	s = 96		fourth seme	ester ar	e exempt	t from 6	of the 48 required			-						
			upper divis	ion cree	lit hours											
University Residence Requirements																
a. Minimum hours = 30																
b. Senior standing = 15 past 92 a. In major. = Orabelli								⊢								
c. In major = One nair d. In minor = One quarter					2						-					
					-		-	t								
Minimum graduation GPA = 2.00				1												
77			tural turner and													
Keep in mind that minimum grades on Students must maintain a minimum of	road ma a 2.0 cur	p are for nulative	individual co grade point a	oursewc werage :	rk only. for admi:	ssion to		_								
and graduation from the College of Art	s and Sc	iences. 1	Minimumsli	sted for	the indiv	vidual		-			-		-			
courses do NOT meet the cumulative r	nınımum	8						$\vdash$								
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For more information see the catalog	ue at wy	ww.unm	.edu													
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Advisement Contact Information:				ľ	r	1	r	-								
Major Advisor: Simone-Felice Cham	bana.	I	1	18	-	5	Email: psychadvise@une	L. er	l. hu	Website: Lob	Achiev	e.unm.e.du				
Keelan O'Rilev. & J	ennifer S	Serrano					poyosinovioonguin				. a solit C V					
Faculty Advisor Jane Ellen Smith,							Email: see faculty directo	ny		Website: psyc	h.unm.e	du				
Th	eresa Mo	oyers, &	Katie Witkie	witz	r											
2				8			2									

#### Appendix 10 Psychology Managed Online Program Carousel Fall 2023 – Summer 2025

The Psychology Department's Accelerated Online Program (AOP) was launched in fall 2017. Since that time, student enrollment has steadily grown, and as of AY 2022-2023 a total of 18 different courses are now available to students in the Psychology AOP program. Given the range and number of courses that have been developed for the program, along with the increased numbers of AOP students enrolled, the Psychology Department established a course carousel with a fixed, repeating pattern for all core, lower-division, and upper-division courses year over year beginning in AY 2022-2023. The advantages of following a relatively fixed pattern of course offerings include facilitated planning at the departmental level and simplified communication at the recruiting and advising levels. The current course carousel follows a fixed pattern year over year, with room for new courses to be added in the future. Of course, faculty availability year over year as it relates to sabbaticals, research, or administrative obligations, etc., may require some deviation from the specific schedule of course offerings.

To complete the 36 credit hours required for the psychology major, students must take three core courses (PSYC 1110, PSYC 2510, & PSYC 302), four lower-division courses (from among six courses currently offered), four upper-division courses (from among nine courses currently offered), and one elective (lower- or upper-division). The sequence and availability of courses in the current carousel should allow students to complete the major in as few as six 8-week terms if they come in with PSYC 1110 transfer credit and take 2 psychology courses per term. Students without transfer credit for PSYC 1110 can complete the major in as few as seven 8-week terms, with enrollment in AOP courses during the first term being limited to PSYC 1110 (pre-requisite for all remaining courses in the major).

#### **General Considerations**

In general, core courses, lower-, and upper-division courses are sequenced to allow efficient progress towards completing the major (see *Pre-requisites and Course Sequencing* below). Students have regular opportunities to enroll in the three core courses required for the major during the fall and spring 1H and 2H terms (see *Core Courses in Psychology* below). Additionally, students will typically have a choice between two lower-division and two upper-division courses each 8-week term in fall and spring. Currently, however, PSYC 2250 is the only lower-division AOP course offered in the SP-1H term, although a second lower-division course may be added to the carousel in future SP-1H terms. Nevertheless, the current schedule should not limit progress for continuing students as AOP students can still enroll in two courses in SP-1H and thereby stay on track in terms of degree progress (e.g., PSYC 302 and PSYC 2250, PSYC 302 and an upper-division course, or two upper-division courses).

#### **Core Courses in Psychology**

The three core courses (PSYC 1110, PSYC 2510, & PSYC 302) are each scheduled twice per academic year to provide incoming cohorts of students regular access to these required courses. PSYC 1110 is offered each fall 1H term (FA-1H) and spring 1H term (SP-1H). New, incoming AOP students that have not yet completed PSYC 1110 should be advised to start the Psychology AOP program either in the FA-1H or SP-1H term, while those with transfer credit for PSYC 1110 can begin the program at any one of the six starting time points (Fall 1H, Fall 2H, Spring 1H, Spring 2H, and Summer).

#### **Core Course and Pre-requisite Sequencing**

The core course PSYC 1110 is pre-requisite for all other PSYC courses and is offered each FA-1H and SP 1H term. PSYC 1110 is not offered during the summer term because of historically lower

enrollment in the Psychology AOP program during the 8-week summer term. The second core course in the sequence PSYC 2510 Statistical Principles is offered each FA-2H and SP-2H terms to allow successive enrollment in these courses. The third core course in the sequence, PSYC 302 Psychology Research Techniques is offered each FA-1H and SP 1H term. This allows successive enrollment in PSYC 110, PSYC 2510, and PSYC 302 for students beginning in the Fall 1H term. For students beginning in the Spring 1H term, these three core courses can be taken in succession but with a gap during the Summer between PSYC 2510 in Spring 2H and PSYC 302 the following Fall 1H term.

Psychology AOP courses with pre-requisites are sequenced to allow the greatest efficiency in degree completion. PSYC 2250 Brain & Behavior is a pre-requisite for three of the nine upper-division courses currently offered (PSYC 344, PSYC 347, & PSYC 440) and PSYC 2120 Developmental Psychology is a pre-requisite for two of the nine upper-division courses currently offered (PSYC 331 & PSYC 374). Both PSYC 2120 and PSYC 2250 are therefore offered twice a year to facilitate students' ability to meet the pre-requisites for those five upper-division courses requiring either PSYC 2120 or PSYC 2250 as pre-requisites.

# Appendix 11 Part I: Cover Page UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### **SECTION I-1**

#### College, Department and Date:

ous: College of Arts	and Sciences		
three year cycle th	at applies):		
(16/17-18/19	□AY17/18-19/20	□AY18/19-20/21	⊠AY19/20-21/22
	bus: College of Arts three year cycle the 16/17-18/19	bus: College of Arts and Sciences three year cycle that applies): /16/17-18/19	bus: College of Arts and Sciences three year cycle that applies): /16/17-18/19

# Academic Program of Study:\*

Degree or Certificate level: Ph.D Name of the program: Psychology

Note: Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

#### Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

• Sarah Erickson, Ph.D., Associate Professor, Associate Chair for Graduate Education erickson@unm.edu

#### Dean / Associate Dean / CARC Approval Signature:

Date: Click to Select Date\*

\* By selecting the date above, you acknowledge that your respective Dean/Associate Dean/or CARC has reviewed and approved this plan.

# Part II: Assessment PLAN Body UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

# **SECTION II-1**

# Please identify at least one of your program goals:

Program Goal #1: Advanced research competence, including theoretical, conceptual, and empirical skills in a subfield of psychology.

Program Goal #2: Advanced teaching competence.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes	Program	UNM	Studer	nt	Assessment Measures	Performance Benchmark	Student Population(s)
(SLOs)	Goal #	Learn	ing Go	als	Provide a description of the	What is the program's	Describe the sampled population,
For each row in the table,	Please list	Check	as		assessment instrument used to	benchmark (quantitative	including the total number of
provide a SLO. If needed, add	the	appro	priate:		measure the SLO.	goal/criteria of success for each	students and classes assessed.
more rows. A SLO may be	Program	K=Knc	wledge	;	For additional guidance on	given assessment measure)?	See note below.
targeted by or aligned with	Goal(s)	S=Skill	ls;		assessment measures, click here.	State the program's "criteria for	
more than one program goal. If	that the	R=Res	ponsibil	ity		success" or performance	
a program awards more than	SLOs are					benchmark target for successfully	
one degree (i.e., B.S., M.A.	aligned					meeting the SLO (i.e., At least	
etc.), the SLOs for graduate	under. Use					70% of the students will pass the	
and undergraduate must be	the					assessment with a score of 70 or	
different. Graduate degree	numbering					higher.)	
SLOs must be different (Master	system						
≠ Doctorate).	(1,2,3)						
For additional guidance on	assigned						
SLOs, click here.	above.		T	r			
Graduate students will	1	К 🗆	S 🖂	R 🖂	This SLO will be evaluated via	We expect 80% of students to	All graduate students who
demonstrate mastery in					PhD student master's and	get a 3 or better.	complete their master's thesis
literature review skills					dissertation projects. Student		and dissertation, respectively,
within a subfield of					projects will be rated on a five		during the past academic year
Psychology, demonstrating					point scale in relation to their		will be evaluated on these
mastery in identifying and					mastery of this SLO (1=inferior,		outcomes.
reviewing the appropriate					2=fair. 3=good. 4=very good.		
literature, with a					5=excellent). (average of		
recognition of the					committee ratings on item 1 on		
difference between finding					thesis and dissertation report		
some literature and gaining					form)		
some interature and galfilling							
mastery of the subfield.							
				1			

Graduate students will	1	Κ⊠	S⊠	R	See above.	See above.	See above.
demonstrate mastery in							
designing and conducting a							
study.							

Graduate students will	1	Κ⊠	S⊠	$R \boxtimes$	Same as above (average of	We expect 80% of students	See above.
demonstrate mastery in					committee ratings on item 3 on	to get a 3 or better.	
data analyses and					thesis and dissertation report		
interpretation.					form), and additionally: this will	At least 80% will pass this	
					be evaluated by student	course the first time they take	
					passing rates in a two course	it.	
					plus two lab sequence in		
					graduate-level statistics and		
					design.		

Graduate students will	1	K⊠	S⊠	$R \boxtimes$	See above.	See above.	See above.
demonstrate mastery in							
integrating study findings							
within a larger theoretical							
and empirical literature.							

Graduate students will	1	κX	<b>S</b> 🖂	R 🖂	This SLO will be evaluated via a	We expect 80% of students to	All graduate students who
demonstrate masteriuin	-				written and eral comprehensive	set a 2 or better	somplete their
demonstrate mastery in					written and oral comprehensive	get a 3 of better.	complete their
critically evaluating and					examination. Student exams	We expect 80% of students to	comprehensive exam during
integrating major					will be rated on a 5 point scale	get 75% or better on the	the past academic year will be
theoretical positions and					in relation to their mastery of	overall written and overall	evaluated on this learning
empirical findings. They					this SLO (1=inferior, 2=fair,	final (written and oral) scores	outcome.
need to identify major					3=good, 4=very good,	(out of 100%).	
theories and questions					5=excellent); as well as an		
about those theories. They					overall grade for written and		
need to be able to explain					oral components on a 100 point		
why particular empirical					scale.		
studies support or do not							
support those theories.							
They need to be able to							
identify the missing pieces.							

Graduate students will	1	Κ⊠	S⊠	$R \boxtimes$	Each PhD student completes an	At least 70% of students will	All graduate students in
demonstrate mastery in					end-of-the-year evaluation that	obtain a research rating of	residence will be evaluated on
professional activities of					include a list of all research	satisfactory, good, or	this learning outcome.
psychologists: writing up					activities (see Appendix) and is	exemplary.	
results that follow the					awarded a research		
writing conventions valued					productivity score based on		
in Psychology; presenting					year in program.		
research results; obtaining							
grants and awards; and							
conducting preliminary							
research work.							

Graduate students will demonstrate mastery in preparing and presenting course material for course lecture and discussion.	2	κ⊠	S 🖂	R⊠	*Each PhD student who teaches a course for the department is first required to complete a Teaching Seminar where they learn how to develop and teach a course; and are evaluated on a mock lecture. *Each PhD student who teaches a course is formally evaluated by a psychology faculty member for each course taught. A written evaluation of the student's performance is made during the student's lecture EvalKit.	*All graduate students will complete this seminar with a passing grade. *At least 70% of students will obtain a mean rating across evaluation categories (course development, lecture organization, lecture content, lecture delivery, and classroom management of at least 3 on a 1-5 scale. *At least 70% of graduate student instructors will obtain Evaluation Kit ratings (indirect measure) of 3 or higher for course instructor (5 being highest) and 3 or lower for	All graduate students who teach their own course (approximately 20 per year) will be evaluated on this learning outcome.
					made during the student's lecture EvalKit.	measure) of 3 or higher for course instructor (5 being highest) and 3 or lower for overall course rating (1 being highest).	

#### **SECTION II-2**

**NOTE:** State explicitly whether the program's assessment will include evidence from <u>all</u> students in the program or a <u>sample</u> (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. If sampling, please describe the course sections and/or the milestones. If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at <u>assess@unm.edu</u> or (505) 277-4130.

Please use the area below to elaborate on your assessment plans.

Assessing and analyzing student learning outcomes:

a. Please describe the student artifact/performance that you will use to gather your assessment data:

All students in the program who met a milestone (thesis, dissertation, comprehensive exam) in the 2020-2021 academic year will be evaluated for (relevant) SLOs 1-5. All graduate students will be evaluated on SLO 6. All students who taught a course will be evaluated on SLO7.

b. Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

Year 1, Fall Outcome results discussed Year 1, Spring: SLO1-SLO7 data gathered Year 2, Fall: Outcome results discussed Year 3, Fall: Outcome results discussed Year 3, Spring: SLO1-SLO7 data gathered

#### c. What is the process you will use to review, analyze and interpret your assessment data?

The end-of-the-year student evaluations (SLO6) will be collected in April of each year and the relevant data will be entered into a database. The student master's thesis exam results (SLO 1-4), dissertation defense results (SLO1-4), teaching evaluations (SLO7) and comprehensive exams (SLO5) will be collected throughout the year, and the information will be added to

the database. Online polling (indirect measure) of recent (past 10 years) graduates will occur each spring. Our plan is to compile all of the assessment results from the previous year during May. An outcomes assessment report will be written summarizing graduate student performance during the previous academic year and circulated to the faculty during the fall. A discussion of these results will occur in a faculty meeting at the beginning of the next year. All faculty who serve on graduate committees will participate in completing student evaluations.

#### d. What is the process you will use to communicate and implement your assessment results?

Any changes to the program will be communicated to faculty, graduate students, and part-time instructors through memo; and will be communicated through the required Teaching Seminar course and Research Seminar. All faculty will participate in the assessment process. Anyone serving as a mentor, or serving on a thesis or dissertation committee will be involved in data collection. The results from the rubrics and survey will be shared with the entire faculty annually for discussion. The outcomes assessment committee chair will compile a report annually which will be shared with the larger department and submitted to the College Assessment Review Committee.

# Part III: Assessment REPORT Body UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### SECTION III-1

#### In response to last year's assessment report, please:

#### a. Describe the program changes that were implemented.

Based on a reviewer recommendation from two years ago (You might want to consider having a senior PhD student with excellence in teaching (Teaching Assistant in your program or from a cognate unit in the College) to do a peer teaching observation as a way to complement faculty's observations), we did initiate such a program last year. Senior PhD students with considerable teaching experience (3 semesters of teaching and experience teaching the particular assigned course) were selected to observe junior PhD students who were teaching for the first time.

#### b. Describe any revisions to your assessment process that were made for this reporting cycle.

After approving grad student observers for grad student teachers during the spring of 2021, we began implementing this in the summer of 2021. Only one senior student observed a junior student this past academic year. Regarding selection criteria, the graduate student observers had taught at least 3 times and had taught the course that they were observing.

New this year: the Associate Chair for Undergraduate Education is now making teaching evaluation assignments (previously done by the Chair of the Teaching and Mentoring Committee). The assignments are being done earlier to ensure that evaluators are aware and can serve as resources before the semester begins (when courses are assigned). This is particularly important for summer as it should help increase rate of completion for reviews.

If we continue to do this, it may not only be beneficial to grad students but also to faculty because it has been a challenge to find enough faculty to observe grad student teachers in the summer. For the past several years, there have been increasing numbers of graduate students teaching in the summer.

Please use the grid and narrative responses below to discuss your assessment results from this year:

SLOs (copy and paste from PLAN above)	Student Population	Results*
Copy and paste your SLOs from your entries in the PLAN above that were <b>measured during</b> <b>this year</b> .	Describe the sampled population, including the total number of students and classes assessed.	State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)
Graduate students will demonstrate mastery in literature review skills within a subfield of Psychology, demonstrating mastery in identifying and reviewing the appropriate literature, with a recognition of the difference between finding some literature and gaining mastery of the subfield.	We had a total of 6 students defend their Master's thesis this year, all of them successfully, 3 passed with distinction. We had a total of 11 students defend their Dissertations this year, all of them successfully, 4 passed with distinction.	The group-level performance benchmarks were met (6 theses, 11 dissertations). Average ratings on item 1 (Literature) were: 4.33 (thesis) and 4.40 (dissertation). All 6 students defending their theses exceeded the benchmark of 3.00. All 11 students defending their dissertation exceeded the benchmark of 3.00.
Graduate students will demonstrate mastery in designing and conducting a study.	See above.	The group-level performance benchmarks were met (6 theses, 11 dissertations). Average ratings on item 2 (Design) were: 4.30 (thesis) and 4.35 (dissertation). All 6 students defending their theses exceeded the benchmark of 3.00. All 11 students defending their dissertation exceeded the benchmark of 3.00.
Graduate students will demonstrate mastery in data analyses and interpretation	See above.	The group-level performance benchmarks were met (6 theses, 11 dissertations). Average ratings on item 3 (Data analysis) were: 4.38 (thesis) and 4.15 (dissertation). All 6 students defending their theses exceeded the benchmark of 3.00. Ten students defending their dissertation exceeded the benchmark of 3.00, with one student obtaining a 2.5.
Graduate students will demonstrate mastery in integrating study findings within a larger theoretical and empirical literature.	See above.	The group-level performance benchmarks were met (6 theses, 11 dissertations). Average ratings on item 4 (Integration) were: 4.20 (thesis) and 4.24 (dissertation). All 6 students defending their theses exceeded the benchmark of 3.00. All 11 students defending their dissertation exceeded the benchmark of 3.00.

Graduate students will demonstrate mastery in critically evaluating and integrating major theoretical positions and empirical findings. They need to identify major theories and questions about those theories. They need to be able to explain why particular empirical studies support or do not support those theories. They need to be able to identify the missing pieces.	We had 6 students take the comprehensive examination and all passed. None passed with distinction.	All students met the benchmark of 3 or better. Written average (5 point scale, with 5 being the highest): 4.21 Oral Average (5 point scale, with 5 being the highest): 4.49 Overall Written Average (100 point scale): 86.39 Overall Final Average (100 point scale): 90.17 All 6 students exceeded the benchmark of 3.00. All 5 students exceeded the benchmark of 75.00 on the Overall Written Average and exceeded the benchmark of 75.00 on the Overall Final Average.
Graduate students will demonstrate mastery in professional activities of psychologists: writing up results that follow the writing conventions valued in Psychology; presenting research results; obtaining grants and awards; and conducting preliminary research work.	59 students submitted Research Productivity tables.	Out of 59 students who submitted Research Productivity tables, 22 (37%) were rated Exemplary, and 22 (37%) were rated Good. A total of 57 students (97%) received a research rating of Satisfactory or better. We had 68 Referred Journal articles submitted, with 67 accepted; 5 chapters in an edited volume submitted and 3 chapters accepted; and 2 other publications. We had a total of 92 professional presentations. We had 15 internal and extramural grant funding requests, with 5 accepted; and 32 local research, travel, and other financial awards.
Graduate students will demonstrate mastery in preparing and presenting course material for course lecture and discussion.	his year we had 12 student instructors teach 13 course sections; 11 of those sections were evaluated.	<ul> <li>A: Teaching seminar was not offered this year due to instructor sabbatical.</li> <li>B. Teaching evaluation categoriesCourse Development, Lecture Organization, Lecture Content, Lecture Delivery, and Classroom Management. Average scores were 4.58, 4.46, 4.412, 4.70, and 4.64 respectively cross the five categories. All met or exceeded the minimum 3 criterion.</li> <li>C: In AY 2021-2022 the average Instructor rating was 4.36 and the average Course rating was 1.56; all exceeded the benchmarks for both categories.</li> </ul>

NOTE: An asterisk (\*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period. Please use the area below to elaborate on your findings.

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

All SLO benchmarks were met.

#### **SECTION III-2**

In response to this assessment report, please answer the following questions:

a. Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?

The graduate program advisor, Rikk Murphy, collected the data. The associate chair for graduate education, Sarah Erickson, analyzed and interpreted the data. Dr. Erickson will relay the assessment results and recommendations to the full faculty during a faculty meeting early in 2023.

# b. Data Analysis: Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X ...).

Strengths: Overall, our SLO measurement and outcomes are working well. We met all of our benchmarks. We revamped our assessment instrument and process a few years ago to correspond to the data we believe are important to collect.

Historically, we have had relatively modest completion rates of observations of graduate student instructors (often in the 60 percentile). However, the past two years have evidenced significantly greater completion rates. For example, last year's completion rate was 83%, this year's rate was 85%, comparing favorably to previous years' rates in the 60%s. The two missing evaluations from this year were both from summer, a notoriously difficult time to obtain teaching evaluations. Beginning this year, the Associate Chair for Undergraduate Education is now making teaching evaluation assignments (previously done by the Chair of the Teaching and Mentoring Committee). The assignments are being done earlier to ensure that evaluators are aware and can serve as resources before the semester begins (when courses are assigned). This is particularly important for summer as it should help increase rate of completion for reviews.

Weaknesses: We need to do a better job collecting teaching observational data, especially during the summer, but we are improving. Of the two missing observations, both were observations assigned to faculty in summer 2022. Summer evaluations are particularly difficult to obtain in that many faculty are not on contract and there is no recourse for failure to

complete them. We plan to make a concerted effort to enlist advanced graduate students to conduct peer evaluations in the summer.

In addition, one student did not meet the (3) criterion for data analysis (dissertation) study (SLO 3) with a score of 2.5. This speaks to the need for additional mentorship, guidance, and oversight in the data analysis portion of a dissertation study.

In addition, we have continued to have faculty meeting discussions of whether we should continue to use "with distinction" classifications for thesis, comprehensive exam, and dissertation milestones. We have determined that "with distinction" does not appear to correspond to numerical (%) ratings on the final products, and therefore, if we are to continue with this classification, we need to standardize this determination to a greater degree.

#### c. Based on your assessment results from this year and last year, describe the recommendation that you have for improvement:

Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

None.

Describe any revisions to your assessment process that will be made for the next reporting cycle.

We will revisit in an early 2023 faculty meeting the issue of the distinction designation (for thesis, comprehensive exam, and dissertation) and how the designation does not currently correspond to numerical (%) ratings on the final products. Area heads were asked to discuss this issue within the Areas and identify a proposal to move forward. In addition, we will discuss continuing and expanding the program of assigning senior graduate students to mentor and observe junior graduate instructors, especially during the summer.

#### d. How, when, and to whom will results and recommendations be communicated in a meaningful way?

Any changes to the program will be communicated to faculty, graduate students, and part-time instructors through memo; and will be communicated through the required Teaching Seminar course and Research Seminar. All faculty will participate in the assessment process. Anyone serving as a mentor, or serving on a thesis, comprehensive exam, or dissertation committee, will be involved in data collection. The results from the rubrics and survey will be shared with the entire faculty annually for discussion. This discussion will occur at a faculty meeting early in 2023. The outcomes assessment committee chair will compile a report annually which will be shared with the larger department and submitted to the College Assessment Review Committee.

# Appendix 12 Part I: Cover Page UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### **SECTION I-1**

#### College, Department and Date:

Campus: College of Arts	s and Sciences									
Department: Psychology										
Active Plan Years (select the three year cycle that applies):										
□AY16/17-18/19	□AY17/18-19/20	□AY18/19-20/21	⊠AY19/20-21/22							
	Campus: College of Art y the three year cycle th 口AY16/17-18/19	Campus: College of Arts and Sciences y the three year cycle that applies): AY16/17-18/19 AY17/18-19/20	Campus: College of Arts and Sciences y : the three year cycle that applies): □AY16/17-18/19 □AY17/18-19/20 □AY18/19-20/21							

### Academic Program of Study:\*

Degree or Certificate level: B.A. Name of the program: Psychology

Note: Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

#### Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

• Allen Butt, Associate Chair for Undergraduate Psychology Program (allenbutt@unm.edu)

#### Dean / Associate Dean / CARC Approval Signature:

Date: Click to Select Date\*

\* By selecting the date above, you acknowledge that your respective Dean/Associate Dean/or CARC has reviewed and approved this plan.

# Part II: Assessment PLAN Body UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### **SECTION II-1**

#### Please identify at least one of your program goals:

Program Goal #1:	Students will develop an understanding of empirically known factors that underlie, shape, and sustain their individual sense of self and their relationships to others.
Program Goal #2:	Students will develop a conceptual understanding of important behavioral principles, theories, and applications.
Program Goal #3:	Students will recognize and understand principles of scientific and critical thinking and be able to appreciate how this knowledge applies to their lives.
Program Goal #4:	Students will become clear and effective communicators.

#### NOTE: DIFFERENCES BETWEEN B.A. AND B.S. DEGREES

With respect to differences between the B.S. and B.A. degrees, there is relatively little in terms of course work in Psychology. There is, however, a difference in terms of potential minors or other coursework. As spelled out in the Department's Web Page: The difference between the two degrees is basically the number of science and math credits that you have earned vs. the number of other classes. To earn a BS Degree, you must have a majority of coursework in a science field. Thus, a minor in Biology, Chemistry, Computer Science, Mathematics, Physics, Statistics or Anthropology (Biological Anthropology or Human Evolutionary Ecology) with a major in psychology constitutes a BS.

In addition: BA: 36 credit hours in psychology. 18 of these hours MUST be taken at UNM. BS: 35 credit hours in psychology, student must take a 300/400 level psychology lab. 18 of these hours MUST be taken at UNM. See major checklist for specific courses. In summary, the principal differences between the B.S. and B.A. degrees are (1) the B.S. requires a minor in math or a science (or a distributed minor) and (2) the B.S. degree requires a 1-hour advanced psychology lab (or approved 499 Problems Hours lab experience where students collect data and prepare an APA-style report of the student's project). The B.A. degree does not require math or science courses above general UNM requirements nor are B.A. students required to complete the lab component.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.	Program Goal # Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3) assigned above.	UNM Student Learning Goals Check as appropriate: K=Knowledge; S=Skills; R=Responsibility		nt als ; ;	Assessment Measures Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.	Performance Benchmark What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)	<b>Student Population(s)</b> Describe the sampled population, including the total number of students and classes assessed. See note below.
<b>SLO A.1:</b> Students can identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us.	1	K⊠	S□	R⊠	SLO A.1 is assessed using the Psychology Department Comprehensive Assessment (PDCA) exam. The PDCA is a 48- item multiple-choice exam covering six broad areas in Psychology. The PDCA was developed by department faculty to align with both the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major and with the GRE Psychology subtest.	The performance benchmark for an acceptable level of knowledge of psychology as measured by the PDCA near the end of the undergraduate degree program is an average score of 50% across all PSYC 302 Psychology Research Techniques courses sampled. This benchmark was set based on the department's validation of the PDCA (which underwent major revision by the department in spring 2014) using the Graduate Record Exam (GRE) Psychology Subject Test as the comparison standard for	In fall 2021, a total of 732 students from two face-to- face sections (N = 685) and one online section (N = 47) of PSYC 1110 and a total of 76 students from one face-to- face section (N = 43) and one online section (N = 33) of PSYC 302 were sampled using the PDCA.

	undergraduate psychology
	knowledge. Note that like GRE
	Psychology Subtest, the PDCA
	is a challenging exam with a
	high ceiling, such that a score
	of 50% reflects considerable
	knowledge of the field.
	To provide a baseline measure
	of student knowledge of
	psychology for comparison to
	performance near the end of
	the program in PSYC 302
	Psychology Research
	Techniques, the PDCA is also
	administered to students in
	our PSYC 1110 Introduction to
	Psychology course during the
	first week of class. It is
	expected that performance on
	the PDCA measured late in the
	program in PSYC 302 will
	exceed performance in PSYC
	1110, measured at the very
	beginning of the program.
	Statistically significant
	differences in PDCA
	performance between PSYC
	1110 and PSYC 302 students
	represent an additional
	criterion for success on SLO
	A.1.

SLO B.1: Students can	2	K⊠	S□	$R \boxtimes$	SLO B.1 is assessed using the	The performance benchmark	The student population
identify how psychologists					same measure (PDCA) used to	for SLO B.1 for PSYC 302	sampled for the assessment
study human behavior and					assess SLO A.1 as described	students is the same as for	of SLO B.1 was the same as
how this knowledge can be					above.	SLO A.1 above; this	for the assessment of SLO A.1
used to explain, predict, and						benchmark is defined as an	described above.
influence behavior.						average score of 50% across	
						all PSYC 302 Psychology	
						Research Techniques courses	
						sampled.	
						Similarly, statistically	
						significant differences in PDCA	
						performance between PSYC	
						1110 and PSYC 302 students	
						represent an additional	
						criterion for success on SLO	
						B.1	

SLO C.1: Students identify	2	К⊠	S 🖂	R	SLO C.1 is assessed using a	Given that reading, analyzing,	n fall 2021, a total of 90
and critically evaluate					series of five Journal Article	and summarizing peer-	students from one face-to-
psychological research					Reviews (JARs) administered	reviewed psychology research	face section (N = 48) and one
methods.					across the course of the fall	journal articles is a challenging	online section (N = 42) of PSYC
					semester in our PSYC 302	task even for advanced	302 were sampled using the
					Psychology Research	undergraduate students, the	JARs assessment of SLO C.1.
					Techniques course. Each JARs	SLO C.1 benchmark for	
					assignment requires students	acceptable performance on	More students in both PSYC
					to write a 600-word review of	the fifth and final JARs	302 sections sampled
					one of several psychological	assessment is an average	completed the JARs
					research journal articles pre-	score of 60% on that	assessment than completed
					selected by the faculty. These	assignment across all sections	the PDCA assessment,
					assessments demonstrate how	of PSYC 302.	perhaps because of the
					well our students can		greater point value of
					understand and critically	Within-semester	completing JARs vs. PDCA.
					analyze psychology research	improvement in writing and	
					articles published in peer-	critically analyzing papers	
					reviewed journals.	using the JARs assessment is	
						also quantified by analyzing	
						changes in JARs performance	
						across the five JARs	
						assignments administered	
						over the course of the	
						semester using repeated	
						measures ANOVA. Statistically	
						significant improvement in	
						performance on the five JARs	
						assignments across the course	
						of the semester represents an	
						additional criterion for success	
						on SLO C.1.	

SLO C.2: Students analyze	3	Κ⊠	S⊠	$R \boxtimes$	SLO C.2 is assessed using the	he SLO C.2 benchmark for	The student population
empirical data.					same measure (five JARs	acceptable performance on	sampled for the assessment
					administered across the course	the fifth and final JARs	of SLO C.2 was the same as for
					of the semester in PSYC 302)	assessment is the same as for	the assessment of SLO C.1
					used to assess SLO C.1 as	SLO C.1 as described above;	described above.
					described above.	this benchmark is defined as	
						an average score of 60% on	
						that assignment across all	
						sections of PSYC 302.	
						Statistically significant	
						improvement in performance	
						on the five JARs assignments	
						across the course of the	
						semester similarly represents	
						an additional criterion for	
						success on SLO C.2.	

SLO C.3: Students assess	3	K⊠	S⊠	$R \boxtimes$	SLO C.3 is assessed using the	The SLO C.3 benchmark for	The student population
the significance and					same measure (five JARs	acceptable performance on	sampled for the assessment
importance of research					administered across the course	the fifth and final JARs	of SLO C.3 was the same as for
reports.					of the semester in PSYC 302)	assessment is the same as for	the assessment of SLO C.1 and
					used to assess SLO C.1 and C2	SLO C.1 and C.2 as described	C.2 described above.
					as described above.	above; this benchmark is	
						defined as an average score of	
						60% on that assignment	
						across all sections of PSYC	
						302.	
						Statistically significant	
						improvement in performance	
						on the five JARs assignments	
						across the course of the	
						semester similarly represents	
						an additional criterion for	
						success on SLO C.3.	

SLO D.1: Students	4	К 🗆	S 🛛	$R \boxtimes$	SLO D.1 is assessed using the	The SLO D.1 benchmark for	The student population
communicate clearly and					same measure (five JARs	acceptable performance on	sampled for the assessment
effectively in a written					administered across the course	the fifth and final JARs	of SLO D.1 was the same as
format.					of the semester in PSYC 302)	assessment is the same as for	for the assessment of SLO C.1,
					used to assess SLO C.1, C2. and	SLO C.1, C.2, and C.3 as	C.2, and C.3 described above.
					C.3 as described above.	described above; this	
						benchmark is defined as an	
						average score of 60% on that	
						assignment across all sections	
						of PSYC 302.	
						Statistically significant	
						improvement in performance	
						on the five JARs assignments	
						across the course of the	
						semester similarly represents	
						an additional criterion for	
						success on SLO D.1.	

#### **SECTION II-2**

**NOTE:** State explicitly whether the program's assessment will include evidence from <u>all</u> students in the program or a <u>sample</u> (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. If sampling, please describe the course sections and/or the milestones. If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at <u>assess@unm.edu</u> or (505) 277-4130.

#### Please use the area below to elaborate on your assessment plans.

#### Assessing and analyzing student learning outcomes:

#### a. Please describe the student artifact/performance that you will use to gather your assessment data:

The first assessment measure used is the Psychology Department's Comprehensive Assessment (PDCA), a 48-item multiple-choice exam covering six broad areas in Psychology developed by department faculty to align with both the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major and with the GRE Psychology subtest. The PDCA is used to assess SLO A.1: "Students will learn how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us," and SLO B.1: "Students will learn how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior."

In PSYC 1110, the PDCA is administered at the end of the first week of class to provide a baseline measure of student knowledge of psychology. All PSYC 1110 students are required to complete the PDCA for a fixed amount of course credit independent of their actual scores (which are expected to be quite low before students begin covering core content in the introductory course).

The PDCA is also required from all students in PSYC 302 (Research Methods Psychology Research Techniques), which serves as a defacto capstone course for Psychology majors in their third or fourth year in the program. The PDCA is administered near the end of the semester to provide a measure of student knowledge of psychology near the end of their degree program. PSYC 302 students' PDCA scores count towards their final grade.

The second assessment measure used consists of a series of five Journal Article Reviews (JARs) designed to assess SLO C.1: "Students will be able to identify and critically evaluate psychological research methods," SLO C.2: Students will be able to analyze empirical data," SLO C.3: Students will be able to assess the significance and importance of research reports," and SLO D.1: Students will be able to communicate clearly and effectively in a written format." Typically, PSYC 302 instructors assign five JARs assignments over the course of the fall or spring semesters.

# b. Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

We assess all SLOs each year during the fall semester (where enrollment in both PSYC 1110 Introduction to Psychology and PSYC 302 is typically higher than in the spring semester). PDCA data is collected from students enrolled in PSYC 1110 Introduction to Psychology and from students enrolled in PSYC 302 Psychology Research Techniques. Note that both PSYC 1110 and PSYC 302 are "core" courses required for the major. JARs data are collected from students enrolled in PSYC 302 Psychology Research Techniques during the fall semester.

#### c. What is the process you will use to review, analyze and interpret your assessment data?

PDCA data will be gathered by the instructors of PSYC 1110 at the beginning of the fall semester and by instructors of PSYC 302 at the end of the fall semester. JARs data will be collected by instructors of PSYC 302 at 5 time-points across the course of the fall semester.

Students are sampled from both large-enrolment face-to-face sections and the large-enrollment online sections of PSYC 1110 (sections 001, 002, and 040). Students will also be sampled from at least one face-to-face section and one online section of PSYC 302.

Results will be analyzed by the Associate Chair of the Undergraduate Program in Psychology in consultation with the instructors for PSYC 1110 and PSYC 302. Assessment results will then be reviewed and discussed by members of the department's Undergraduate Assessment Committee.

#### d. What is the process you will use to communicate and implement your assessment results?

The Assessment Committee will prepare a summary of the assessment findings from the previous academic year and share those findings with the broader faculty during one of the regularly scheduled faculty meetings in the subsequent spring semester.

Annual assessment reports will be used as a basis for discussing assessment mechanisms/procedures (on an annual basis) as well as curricular design and pedagogical approaches (every third year) within the department.

# Part III: Assessment REPORT Body UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### SECTION III-1

#### In response to last year's assessment report, please:

#### a. Describe the program changes that were implemented.

No program changes are necessitated by the findings from the recent assessment process. All benchmarks for all SLOs were exceeded, suggesting that the curricular design and instructional methods in place are meeting departmental goals for student learning.

#### b. Describe any revisions to your assessment process that were made for this reporting cycle.

The assessment process for the current reporting cycles was no different from the processes followed for the previous reporting cycle.

Please use the grid and narrative responses below to discuss your assessment results from this year:

SLOs (copy and paste from PLAN above)	Student Population	Results*
Copy and paste your SLOs from your entries in the PLAN above that were <b>measured during</b> <b>this year</b> .	Describe the sampled population, including the total number of students and classes assessed.	State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)
<b>SLO A.1:</b> Students can identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us.	In fall 2021, a total of 732 students from two face-to-face sections (N = 685) and one online section (N = 47) of PSYC 1110 and a total of 76 students from one face-to-face section (N = 43) and one online section (N = 33) of PSYC 302 were sampled using the PDCA.	The average performance observed on the PDCA in PSYC 302 was 71.8%, which far exceeded our benchmark performance level of 50%. In fact, 90.8% of the PSYC 302 students tested on the PDCA earned scores greater than the 50% performance benchmark, and 39% earned scores of 80% correct or higher. Additionally, the mean performance of 71.8% on the PDCA observed in PSYC 302 students was higher than mean performance of only 21% observed in PSYC 1110. This difference was statistically significant ( <i>t</i> -test, p<.0001). In contrast to PDCA performance in PSYC 302, where 90.8% of the students tested earned scores of greater than 50% correct, none of the 732 students tested in PSYC 1110 earned scores of 50% or higher on the PDCA. Together, these findings demonstrate robust acquisition of knowledge across a broad range of sub-disciplines of psychology in our majors over the course of the program.
<b>SLO B.1:</b> Students can identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.	The student population sampled for the assessment of SLO B.1 was the same as for the assessment of SLO A.1 described above.	The PDCA results reported above for PSYC 1110 and PSYC 302 students as a measure of SLO A.1 performance apply equally to the measure of performance on SLO B.1.
<b>SLO C.1:</b> Students identify and critically evaluate psychological research methods.	In fall 2021, a total of 90 students from one face-to-face section (N = 48) and one online section (N = 42) of PSYC 302 were sampled using the JARs assessment of SLO C.1.	The mean scores on the first through fifth JARs administered in PSYC 302 were 74.2%, 78.4%, 81.0%, 94.7%, and 98.0%, respectively. The mean performance of 98.0% on the fifth and final JARs assessment far exceeded our performance benchmark of 60%; this difference was statistically significant (t-test, p<.001).
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	More students in both PSYC 302 sections sampled completed the JARs assessment than completed the PDCA assessment, perhaps because of the greater point value of completing JARs vs. PDCA.	Additionally, JARs performance across the duration of the PSYC 302 course improved significantly from 74.2% on the first assigned JARs to 98.0% on the final JARs assigned in PSYC 302 (repeated measures ANOVA, p<.01). Together, these findings provide strong evidence of PSYC 302 students' increasing ability to understand and critically analyze research published in peer-reviewed journals over the course of the semester.
<b>SLO C.2:</b> Students analyze empirical data.	The student population sampled for the assessment of SLO C.2 was the same as for the assessment of SLO C.1 described above.	The JARs results reported above for PSYC 302 students as a measure of SLO C.1 performance also served as our measure of performance on SLO C.2, C.3, and D.1.
<b>SLO C.3:</b> Students assess the significance and importance of research reports.	The student population sampled for the assessment of SLO C.3 was the same as for the assessment of SLO C.1 and C.2 described above.	See above.
<b>SLO D.1:</b> Students communicate clearly and effectively in a written format.	The student population sampled for the assessment of SLO D.1 was the same as for the assessment of SLO C.1, C.2, and C.3 described above.	See above.

NOTE: An asterisk (\*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period.

Please use the area below to elaborate on your findings.

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

Assessment results for all SLOs exceeded the performance benchmarks set by the department.

#### SECTION III-2

In response to this assessment report, please answer the following questions:

a. Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?

The instructor for two face-to-face and one online section of PSYC 1110 Introduction to Psychology (Eric Jackson) collected PDCA data in the fall semester 2021. The instructor of a face-to-face section (John Dencoff) and the instructor of an online section (Romina Angeleri) of PSYC 302 collected both PDCA and JARs data for annual assessment. Allen Butt, the Associate Chair of the Undergraduate Program in Psychology, analyzed and interpreted the data and wrote the annual assessment report. Current PSYCH 1110 instructors (Allen Butt and Eric Jackson) and current PSYC 302 instructors (John Dencoff and Kirsten Thomson) discussed the findings from that PDCA and JARs assessments and with the Associate Chair of the Undergraduate Program, developed recommendations for upcoming assessment cycles.

# b. Data Analysis: Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X ...).

We use the 48-item PDCA to assess SLOs A.1 and B.1. We believe that the PDCA, like the GRE Psychology Subject test upon which it is based, provides meaningful information on the progress and achievement of the SLOs established for our undergraduate students. Item analyses of the questions in the PDCA show a high level of correspondence with the items in the GRE Psychology Subject Test. As noted by the developers of the GRE Psychology Subject test, "the questions in the Psychology Subject Test are drawn from the core knowledge most commonly encountered in courses offered at the undergraduate level within the broadly defined field of psychology. A question may require recalling factual information, analyzing relationships, applying principles, drawing conclusions from data and/or evaluating a research design." Nevertheless, we recognize that the use of a multiple-choice exam as a primary assessment measure may not yield the sort of qualitative assessment of student learning that other forms of assessment might provide (e.g., written assignments).

- c. Based on your assessment results from this year and last year, describe the recommendation that you have for improvement:
  - Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

No program changes are necessitated by the findings from the recent assessment process. All benchmarks for all SLOs were exceeded, suggesting that the curricular design and instructional methods in place are meeting departmental goals for student learning.

#### Describe any revisions to your assessment process that will be made for the next reporting cycle.

We will be requiring all instructors of PSYC 302 Psychological Research Techniques to assign five JARs assignments during fall and spring semesters. In previous years, some PSCY 302 instructors required only 3 JARs assignments during fall or spring semesters, making comparisons of within-semester improvement in JARs performance between sections difficult. Instructors of summer PSYC 302 courses will be allowed to assign just three JARs assignments given the limited amount of time students have to complete these demanding written assignments and the amount of time required of graduate student assistants to score the JARs for grading and assessment purposes.

#### d. How, when, and to whom will results and recommendations be communicated in a meaningful way?

The Assessment Committee will prepare a summary of the assessment findings from the previous academic year and share those findings with the broader faculty during one of the regularly scheduled faculty meetings in the subsequent spring semester. Annual assessment reports will also be used as a basis for discussing assessment mechanisms/procedures (on an annual basis) as well as curricular design and pedagogical approaches (every third year).

# Appendix 13 Part I: Cover Page UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### **SECTION I-1**

### College, Department and Date:

College/School/Branch Campus: Colle	ege of Arts and Sciences							
Department: Psychology								
Date: 7/31/2023								
Active Plan Years (select the three year cycle that applies):								
□AY16/17-18	3/19 🗌 AY17/18-19/20	O □AY18/19-20/21	XAY19/20-21/22					

# Academic Program of Study:\*

Degree or Certificate level: B.S. Name of the program: Psychology

Note: Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

## Contact Person(s) for the Assessment Plan (include at least one name, title and email address):

• Allen Butt, Associate Chair for Undergraduate Psychology Program (allenbutt@unm.edu)

#### Dean / Associate Dean / CARC Approval Signature:

Date: Click to Select Date\*

\* By selecting the date above, you acknowledge that your respective Dean/Associate Dean/or CARC has reviewed and approved this plan.

# Part II: Assessment PLAN Body UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### **SECTION II-1**

#### Please identify at least one of your program goals:

Program Goal #1:	Students will develop an understanding of empirically known factors that underlie, shape, and sustain their individual sense of self and their relationships to others.
Program Goal #2:	Students will develop a conceptual understanding of important behavioral principles, theories, and applications.
Program Goal #3:	Students will recognize and understand principles of scientific and critical thinking and be able to appreciate how this knowledge applies to their lives.
Program Goal #4:	Students will become clear and effective communicators.

#### NOTE: DIFFERENCES BETWEEN B.A. AND B.S. DEGREES

With respect to differences between the B.S. and B.A. degrees, there is relatively little in terms of course work in Psychology. There is, however, a difference in terms of potential minors or other coursework. As spelled out in the Department's Web Page: The difference between the two degrees is basically the number of science and math credits that you have earned vs. the number of other classes. To earn a BS Degree, you must have a majority of coursework in a science field. Thus, a minor in Biology, Chemistry, Computer Science, Mathematics, Physics, Statistics or Anthropology (Biological Anthropology or Human Evolutionary Ecology) with a major in psychology constitutes a BS.

In addition: BA: 36 credit hours in psychology. 18 of these hours MUST be taken at UNM. BS: 35 credit hours in psychology, student must take a 300/400 level psychology lab. 18 of these hours MUST be taken at UNM. See major checklist for specific courses. In summary, the principal differences between the B.S. and B.A. degrees are (1) the B.S. requires a minor in math or a science (or a distributed minor) and (2) the B.S. degree requires a 1-hour advanced psychology lab (or approved 499 Problems Hours lab experience where students collect data and prepare an APA-style report of the student's project). The B.A. degree does not require math or science courses above general UNM requirements nor are B.A. students required to complete the lab component.

Please use the grid below to align your program goals to your student learning outcomes and assessment plans:

Student Learning Outcomes (SLOs) For each row in the table, provide a SLO. If needed, add more rows. A SLO may be targeted by or aligned with more than one program goal. If a program awards more than one degree (i.e., B.S., M.A. etc.), the SLOs for graduate and undergraduate must be different. Graduate degree SLOs must be different (Master ≠ Doctorate). For additional guidance on SLOs, click here.	Program Goal # Please list the Program Goal(s) that the SLOs are aligned under. Use the numbering system (1,2,3) assigned above.	UNM Learn Check appro K=Kno S=Skill R=Res	Studer ing Go as priate: wledge, ls; ponsibil	nt als ; ity	Assessment Measures Provide a description of the assessment instrument used to measure the SLO. For additional guidance on assessment measures, click here.	Performance Benchmark What is the program's benchmark (quantitative goal/criteria of success for each given assessment measure)? State the program's "criteria for success" or performance benchmark target for successfully meeting the SLO (i.e., At least 70% of the students will pass the assessment with a score of 70 or higher.)	Student Population(s) Describe the sampled population, including the total number of students and classes assessed. See note below.
<b>SLO A.1:</b> Students can identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us.	1	K	S□	R⊠	SLO A.1 is assessed using the Psychology Department Comprehensive Assessment (PDCA) exam. The PDCA is a 48- item multiple-choice exam covering six broad areas in Psychology. The PDCA was developed by department faculty to align with both the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major and with the GRE Psychology subtest.	The performance benchmark for an acceptable level of knowledge of psychology as measured by the PDCA near the end of the undergraduate degree program is an average score of 50% across all PSYC 302 Psychology Research Techniques courses sampled. This benchmark was set based on the department's validation of the PDCA (which underwent major revision by the department in spring 2014) using the Graduate Record Exam (GRE) Psychology Subject Test as the comparison standard for	In fall 2021, a total of 732 students from two face-to- face sections (N = 685) and one online section (N = 47) of PSYC 1110 and a total of 76 students from one face-to- face section (N = 43) and one online section (N = 33) of PSYC 302 were sampled using the PDCA.

		undergraduate psychology	
		knowledge. Note that like GRE	
		Psychology Subtest, the PDCA	
		is a challenging exam with a	
		high ceiling, such that a score	
		of 50% reflects considerable	
		knowledge of the field.	
		To provide a baseline measure	
		of student knowledge of	
		psychology for comparison to	
		performance near the end of	
		the program in PSYC 302	
		Psychology Research	
		Techniques, the PDCA is also	
		administered to students in	
		our PSYC 1110 Introduction to	
		Psychology course during the	
		first week of class. It is	
		expected that performance on	
		the PDCA measured late in the	
		program in PSVC 302 will	
		avcood porformance in RSVC	
		1110 monsured at the yerry	
		hoginning of the program	
		Statistically significant	
		differences in PDCA	
		performance between PSYC	
		1110 and PSYC 302 students	
		represent an additional	
		criterion for success on SLO	
		A.1.	

SLO B.1: Students can	2	K⊠	S□	$R \boxtimes$	SLO B.1 is assessed using the	The performance benchmark	The student population
identify how psychologists					same measure (PDCA) used to	for SLO B.1 for PSYC 302	sampled for the assessment
study human behavior and					assess SLO A.1 as described	students is the same as for	of SLO B.1 was the same as
how this knowledge can be					above.	SLO A.1 above; this	for the assessment of SLO A.1
used to explain, predict, and						benchmark is defined as an	described above.
influence behavior.						average score of 50% across	
						all PSYC 302 Psychology	
						Research Techniques courses	
						sampled.	
						Similarly, statistically	
						significant differences in PDCA	
						performance between PSYC	
						1110 and PSYC 302 students	
						represent an additional	
						criterion for success on SLO	
						B.1	

SLO C.1: Students identify	2	Κ⊠	S 🖂	R	SLO C.1 is assessed using a	Given that reading, analyzing,	n fall 2021, a total of 90
and critically evaluate					series of five Journal Article	and summarizing peer-	students from one face-to-
psychological research					Reviews (JARs) administered	reviewed psychology research	face section (N = 48) and one
methods.					across the course of the fall	journal articles is a challenging	online section (N = 42) of PSYC
					semester in our PSYC 302	task even for advanced	302 were sampled using the
					Psychology Research	undergraduate students, the	JARs assessment of SLO C.1.
					Techniques course. Each JARs	SLO C.1 benchmark for	
					assignment requires students	acceptable performance on	More students in both PSYC
					to write a 600-word review of	the fifth and final JARs	302 sections sampled
					one of several psychological	assessment is an average	completed the JARs
					research journal articles pre-	score of 60% on that	assessment than completed
					selected by the faculty. These	assignment across all sections	the PDCA assessment,
					assessments demonstrate how	of PSYC 302.	perhaps because of the
					well our students can		greater point value of
					understand and critically	Within-semester	completing JARs vs. PDCA.
					analyze psychology research	improvement in writing and	
					articles published in peer-	critically analyzing papers	
					reviewed journals.	using the JARs assessment is	
						also quantified by analyzing	
						changes in JARs performance	
						across the five JARs	
						assignments administered	
						over the course of the	
						semester using repeated	
						measures ANOVA. Statistically	
						significant improvement in	
						performance on the five JARs	
						assignments across the course	
						of the semester represents an	
						additional criterion for success	
						on SLO C.1.	

SLO C.2: Students analyze	3	К⊠	S 🛛	$R \boxtimes$	SLO C.2 is assessed using the	he SLO C.2 benchmark for	The student population
empirical data.					same measure (five JARs	acceptable performance on	sampled for the assessment
					administered across the course	the fifth and final JARs	of SLO C.2 was the same as for
					of the semester in PSYC 302)	assessment is the same as for	the assessment of SLO C.1
					used to assess SLO C.1 as	SLO C.1 as described above;	described above.
					described above.	this benchmark is defined as	
						an average score of 60% on	
						that assignment across all	
						sections of PSYC 302.	
						Statistically significant	
						improvement in performance	
						on the five JARs assignments	
						across the course of the	
						semester similarly represents	
						an additional criterion for	
						success on SLO C.2.	

SLO C.3: Students assess	3	K⊠	S 🖂	$R \boxtimes$	SLO C.3 is assessed using the	The SLO C.3 benchmark for	The student population
the significance and					same measure (five JARs	acceptable performance on	sampled for the assessment
importance of research					administered across the course	the fifth and final JARs	of SLO C.3 was the same as for
reports.					of the semester in PSYC 302)	assessment is the same as for	the assessment of SLO C.1 and
					used to assess SLO C.1 and C2	SLO C.1 and C.2 as described	C.2 described above.
					as described above.	above; this benchmark is	
						defined as an average score of	
						60% on that assignment	
						across all sections of PSYC	
						302.	
						Statistically significant	
						improvement in performance	
						on the five JARs assignments	
						across the course of the	
						semester similarly represents	
						an additional criterion for	
						success on SLO C.3.	

SLO D.1: Students	4	К 🗆	S⊠	R	SLO D.1 is assessed using the	The SLO D.1 benchmark for	The student population
communicate clearly and					same measure (five JARs	acceptable performance on	sampled for the assessment
effectively in a written					administered across the course	the fifth and final JARs	of SLO D.1 was the same as
format.					of the semester in PSYC 302)	assessment is the same as for	for the assessment of SLO C.1,
					used to assess SLO C.1, C2. and	SLO C.1, C.2, and C.3 as	C.2, and C.3 described above.
					C.3 as described above.	described above; this	
						benchmark is defined as an	
						average score of 60% on that	
						assignment across all sections	
						of PSYC 302.	
						Statistically significant	
						improvement in performance	
						on the five JARs assignments	
						across the course of the	
						semester similarly represents	
						an additional criterion for	
						success on SLO D.1.	

#### **SECTION II-2**

**NOTE:** State explicitly whether the program's assessment will include evidence from <u>all</u> students in the program or a <u>sample</u> (by student, by course section, by milestone). When possible, it is best to study the entire population of students in your program. However, in larger programs it may be more pragmatic to study a sample of the students instead. If sampling, please describe the course sections and/or the milestones. If you have questions about appropriate sampling, please contact your unit's assessment representative or the Office of Assessment at <u>assess@unm.edu</u> or (505) 277-4130.

#### Please use the area below to elaborate on your assessment plans.

#### Assessing and analyzing student learning outcomes:

#### a. Please describe the student artifact/performance that you will use to gather your assessment data:

The first assessment measure used is the Psychology Department's Comprehensive Assessment (PDCA), a 48-item multiple-choice exam covering six broad areas in Psychology developed by department faculty to align with both the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major and with the GRE Psychology subtest. The PDCA is used to assess SLO A.1: "Students will learn how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us," and SLO B.1: "Students will learn how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior."

In PSYC 1110, the PDCA is administered at the end of the first week of class to provide a baseline measure of student knowledge of psychology. All PSYC 1110 students are required to complete the PDCA for a fixed amount of course credit independent of their actual scores (which are expected to be quite low before students begin covering core content in the introductory course).

The PDCA is also required from all students in PSYC 302 (Research Methods Psychology Research Techniques), which serves as a defacto capstone course for Psychology majors in their third or fourth year in the program. The PDCA is administered near the end of the semester to provide a measure of student knowledge of psychology near the end of their degree program. PSYC 302 students' PDCA scores count towards their final grade.

The second assessment measure used consists of a series of five Journal Article Reviews (JARs) designed to assess SLO C.1: "Students will be able to identify and critically evaluate psychological research methods," SLO C.2: Students will be able to analyze empirical data," SLO C.3: Students will be able to assess the significance and importance of research reports," and SLO D.1: Students will be able to communicate clearly and effectively in a written format." Typically, PSYC 302 instructors assign five JARs assignments over the course of the fall or spring semesters.

# b. Does your program assess all SLOs every year, or are they assessed on a staggered, three-year cycle? If staggered, please describe which SLOs will be assessed for each year. If a table better describes your response, insert it here.

We assess all SLOs each year during the fall semester (where enrollment in both PSYC 1110 Introduction to Psychology and PSYC 302 is typically higher than in the spring semester). PDCA data is collected from students enrolled in PSYC 1110 Introduction to Psychology and from students enrolled in PSYC 302 Psychology Research Techniques. Note that both PSYC 1110 and PSYC 302 are "core" courses required for the major. JARs data are collected from students enrolled in PSYC 302 Psychology Research Techniques during the fall semester.

#### c. What is the process you will use to review, analyze and interpret your assessment data?

PDCA data will be gathered by the instructors of PSYC 1110 at the beginning of the fall semester and by instructors of PSYC 302 at the end of the fall semester. JARs data will be collected by instructors of PSYC 302 at 5 time-points across the course of the fall semester.

Students are sampled from both large-enrolment face-to-face sections and the large-enrollment online sections of PSYC 1110 (sections 001, 002, and 040). Students will also be sampled from at least one face-to-face section and one online section of PSYC 302.

Results will be analyzed by the Associate Chair of the Undergraduate Program in Psychology in consultation with the instructors for PSYC 1110 and PSYC 302. Assessment results will then be reviewed and discussed by members of the department's Undergraduate Assessment Committee.

#### d. What is the process you will use to communicate and implement your assessment results?

The Assessment Committee will prepare a summary of the assessment findings from the previous academic year and share those findings with the broader faculty during one of the regularly scheduled faculty meetings in the subsequent spring semester.

Annual assessment reports will be used as a basis for discussing assessment mechanisms/procedures (on an annual basis) as well as curricular design and pedagogical approaches (every third year) within the department.

# Part III: Assessment REPORT Body UNM Academic Programs/Unit Combined Assessment Plan and Report Template The University of New Mexico

#### SECTION III-1

#### In response to last year's assessment report, please:

#### a. Describe the program changes that were implemented.

No program changes are necessitated by the findings from the recent assessment process. All benchmarks for all SLOs were exceeded, suggesting that the curricular design and instructional methods in place are meeting departmental goals for student learning.

#### b. Describe any revisions to your assessment process that were made for this reporting cycle.

The assessment process for the current reporting cycles was no different from the processes followed for the previous reporting cycle.

Please use the grid and narrative responses below to discuss your assessment results from this year:

SLOs (copy and paste from PLAN above)	Student Population	Results*
Copy and paste your SLOs from your entries in the PLAN above that were <b>measured during this year</b> .	Describe the sampled population, including the total number of students and classes assessed.	State whether the performance benchmark was met, not met, or exceeded AND the total number of students assessed (i.e., Exceeded, 95 out of 111 (86%) students)
<b>SLO A.1:</b> Students can identify how we become aware of ourselves, how we learn to interact with others, and how we influence others and how they influence us.	In fall 2021, a total of 732 students from two face-to-face sections (N = 685) and one online section (N = 47) of PSYC 1110 and a total of 76 students from one face-to-face section (N = 43) and one online section (N = 33) of PSYC 302 were sampled using the PDCA.	The average performance observed on the PDCA in PSYC 302 was 71.8%, which far exceeded our benchmark performance level of 50%. In fact, 90.8% of the PSYC 302 students tested on the PDCA earned scores greater than the 50% performance benchmark, and 39% earned scores of 80% correct or higher. Additionally, the mean performance of 71.8% on the PDCA observed in PSYC 302 students was higher than mean performance of only 21% observed in PSYC 1110. This difference was statistically significant ( <i>t</i> -test, p<.0001). In contrast to PDCA performance in PSYC 302, where 90.8% of the students tested earned scores of greater than 50% correct, none of the 732 students tested in PSYC 1110 earned scores of 50% or higher on the PDCA. Together, these findings demonstrate robust acquisition of knowledge across a broad range of sub-disciplines of psychology in our majors over the course of the program.
<b>SLO B.1:</b> Students can identify how psychologists study human behavior and how this knowledge can be used to explain, predict, and influence behavior.	The student population sampled for the assessment of SLO B.1 was the same as for the assessment of SLO A.1 described above.	The PDCA results reported above for PSYC 1110 and PSYC 302 students as a measure of SLO A.1 performance apply equally to the measure of performance on SLO B.1.

<b>SLO C.1:</b> Students identify and critically evaluate psychological research methods.	In fall 2021, a total of 90 students from one face-to-face section (N = 48) and one online section (N = 42) of PSYC 302 were sampled using the JARs assessment of SLO C.1. More students in both PSYC 302 sections sampled completed the JARs assessment than completed the PDCA assessment, perhaps because of the greater point value of completing JARs vs. PDCA.	The mean scores on the first through fifth JARs administered in PSYC 302 were 74.2%, 78.4%, 81.0%, 94.7%, and 98.0%, respectively. The mean performance of 98.0% on the fifth and final JARs assessment far exceeded our performance benchmark of 60%; this difference was statistically significant (t-test, p<.001). Additionally, JARs performance across the duration of the PSYC 302 course improved significantly from 74.2% on the first assigned JARs to 98.0% on the final JARs assigned in PSYC 302 (repeated measures ANOVA, p<.01). Together, these findings provide strong evidence of PSYC 302 students' increasing ability to understand and critically analyze research published in peer-reviewed journals over the course of the semester.
<b>SLO C.2:</b> Students analyze empirical data.	The student population sampled for the assessment of SLO C.2 was the same as for the assessment of SLO C.1 described above.	The JARs results reported above for PSYC 302 students as a measure of SLO C.1 performance also served as our measure of performance on SLO C.2, C.3, and D.1.
<b>SLO C.3:</b> Students assess the significance and importance of research reports.	The student population sampled for the assessment of SLO C.3 was the same as for the assessment of SLO C.1 and C.2 described above.	See above.
<b>SLO D.1:</b> Students communicate clearly and effectively in a written format.	The student population sampled for the assessment of SLO D.1 was the same as for the assessment of SLO C.1, C.2, and C.3 described above.	See above.

NOTE: An asterisk (\*) denotes that relevant data/evidence must be included for that column (refer to the "Annual Assessment Cycle Process" diagram for guidance). Evidence associated with program improvements/changes that are actually made or implemented have to be provided the next academic year/assessment period. Please use the area below to elaborate on your findings.

Please identify the SLOs that did not meet your benchmark defined in the Assessment Plan. Elaborate on what you think contributed to this:

Assessment results for all SLOs exceeded the performance benchmarks set by the department.

#### SECTION III-2

In response to this assessment report, please answer the following questions:

a. Who participated in the assessment process (the gathering of evidence, the analysis/interpretation, recommendations)?

The instructor for two face-to-face and one online section of PSYC 1110 Introduction to Psychology (Eric Jackson) collected PDCA data in the fall semester 2021. The instructor of a face-to-face section (John Dencoff) and the instructor of an online section (Romina Angeleri) of PSYC 302 collected both PDCA and JARs data for annual assessment. Allen Butt, the Associate Chair of the Undergraduate Program in Psychology, analyzed and interpreted the data and wrote the annual assessment report. Current PSYCH 1110 instructors (Allen Butt and Eric Jackson) and current PSYC 302 instructors (John Dencoff and Kirsten Thomson) discussed the findings from that PDCA and JARs assessments and with the Associate Chair of the Undergraduate Program, developed recommendations for upcoming assessment cycles.

# b. Data Analysis: Describe strengths and/or weaknesses of each SLO in students' learning/performance based on the data results you provided in the table above (e.g., Even though the benchmark was met, 40% of the students struggled with Topic X ...).

We use the 48-item PDCA to assess SLOs A.1 and B.1. We believe that the PDCA, like the GRE Psychology Subject test upon which it is based, provides meaningful information on the progress and achievement of the SLOs established for our undergraduate students. Item analyses of the questions in the PDCA show a high level of correspondence with the items in the GRE Psychology Subject Test. As noted by the developers of the GRE Psychology Subject test, "the questions in the Psychology Subject Test are drawn from the core knowledge most commonly encountered in courses offered at the undergraduate level within the broadly defined field of psychology. A question may require recalling factual information, analyzing relationships, applying principles, drawing conclusions from data and/or evaluating a research design." Nevertheless, we recognize that the use of a multiple-choice exam as a primary assessment measure may not yield the sort of qualitative assessment of student learning that other forms of assessment might provide (e.g., written assignments).

- c. Based on your assessment results from this year and last year, describe the recommendation that you have for improvement:
  - Describe any program changes (e.g., curriculum, instruction, etc.) that will be implemented.

No program changes are necessitated by the findings from the recent assessment process. All benchmarks for all SLOs were exceeded, suggesting that the curricular design and instructional methods in place are meeting departmental goals for student learning.

Describe any revisions to your assessment process that will be made for the next reporting cycle.

We will be requiring all instructors of PSYC 302 Psychological Research Techniques to assign five JARs assignments during fall and spring semesters. In previous years, some PSCY 302 instructors required only 3 JARs assignments during fall or spring semesters, making comparisons of within-semester improvement in JARs performance between sections difficult. Instructors of summer PSYC 302 courses will be allowed to assign just three JARs assignments given the limited amount of time students have to complete these demanding written assignments and the amount of time required of graduate student assistants to score the JARs for grading and assessment purposes.

#### d. How, when, and to whom will results and recommendations be communicated in a meaningful way?

The Assessment Committee will prepare a summary of the assessment findings from the previous academic year and share those findings with the broader faculty during one of the regularly scheduled faculty meetings in the subsequent spring semester. Annual assessment reports will also be used as a basis for discussing assessment mechanisms/procedures (on an annual basis) as well as curricular design and pedagogical approaches (every third year).

# Appendix 14 Psychology Department Comprehensive Assessment (PDCA) – Revised Spring 2014

1) Which of the following allows for faster conductance of the action potential??

a) myelin

b) synapses

c) dendrites

d) terminal bulbs

2) Which of the following corresponds to a deficit in language due to brain damage?

a) aphasia

b) aphagia

c) apraxia

d) dyslexia

3) Cerebral ischemia occurs when the brain lacks sufficient

a) blood

b) neurotransmitters

c) nuclei

d) pressure

4) Communication among mammalian neurons usually occurs across

a) synapses

- b) dendrites
- c) at points where their cell bodies contact one another

d) all of the above

5) The human brain is composed of 100 billion cells that receive and transmit complex electrochemical signals. These cells are called

a) neurons

b) axons

c) glial cells

d) oligodendroglia

6) The information needed to build and maintain the body's cells is contained in the a) gene

- b) neocortex
- c) brain stem
- d) dondrito

d) dendrite

7) The sympathetic nervous system becomes active during

- a) the fight or flight response
- b) REM sleep

c) rest

d) eating

8) What part of the brain regulates the glandular system?

- a) hypothalamus
- b) cerebellum
- c) occipital lobe
- d) neocortex

9) The main difference between hallucinations and delusions is that

- a) hallucinations involve perception and delusions involve belief
- b) hallucinations are more serious than delusions
- c) hallucinations are more common early in the disorder and delusions more common later
- d) hallucinations are auditory and delusions are visual

10) A fundamental difference between behavioral and cognitive theorists is the relative importance of

- a) stimuli versus interpretations of stimuli
- b) reinforcement versus free-will
- c) feelings versus thoughts
- d) childhood experience versus current events

11) Which of the following statements about schizophrenia is true?

- a) Schizophrenia is a chronic illness with periods of remission and acute exacerbation.
- b) Schizophrenics are much more likely to be violent than "normal" people.
- c) Schizophrenia involves spilt personalities.
- d) Schizophrenia always occurs before age 18.

12) Behavioral psychotherapy differs from the psychoanalytic approach in which of the following ways?

a) behavioral therapy focuses on current, ongoing causes of symptoms, and the psychoanalytic approach focuses on historical, unconscious causes

b) behaviorism proposes a psychological model of etiology, and Freud proposed a biopsychosocial model

c) behaviorism maintains that abnormal behavior follows the same psychological laws as normal behavior, and the psychoanalytic model does not

d) behaviorism holds that learning experiences play a critical role in the development of abnormal behavior and Freud's model does not

13) Which of the following is an example of an objective personality test?

a) MMPI-2

- b) TAT
- c) Strong Campbell Interest Inventory
- d) Rorschach

14) Sally experiences mood states that vacillate between depression and mania. What disorder is she most likely to have?

- a) bipolar disorder
- b) paranoid schizophrenia
- c) catatonic behavior
- d) anxiety

15) What treatment for phobias gradually exposes people to increasingly intense versions of their feared object?

- a) systematic desensitization
- b) flooding

c) modeling

d) operant panicking

16) If a trait is highly heritable, it would be expected that

a) the concordance rate for monozygotic twins would be greater than the concordance rate for dizygotic twins

b) the concordance rate for dizygotic twins and monozygotic twins would be comparable c) the concordance rate for dizygotic twins would be greater than the concordance rate for monozygotic twins

d) the concordance rate for dizygotic twins would be close to 100%

17) A mother is playing with her baby by tickling her. The baby becomes fidgety and turns away. Sensitive care from the mother would involve

a) stopping the tickling and waiting for the baby to look at her again

b) continuing the tickling until the baby looks at her again

c) turning the baby's head to re-establish face-to-face contact

d) putting the baby in her crib and leaving the room

18) Which type of skill refers to moving our body and manipulating objects?

a) motor

- b) cognitive
- c) integrative
- d) biological

19) A long-standing bond or connection with others is called

- a) attachment
- b) security
- c) nourishment
- d) linking

20) In the nature/nurture debate, what does nature refer to?a) genes and biologyb) cultural influencesc) personality traits

d) cognitive ability

21) Which term refers to fitting new information into existing cognitive schemas?

a) assimilation

b) accommodation

c) conservatism

d) egocentrism

22) What are most basic speech sounds of a given language?

a) phonemes

b) morphemes

c) syllables

d) semantics

23) What do theorists such as Freud and Erickson emphasize in explaining infant development? a) early experience

b) linear models

c) genetics

d) social cognition

24) Which of the following is not one of the major developmental tasks of adolescence?

a) severing family ties, especially those to parents

b) establishing a personal identity

c) achieving a new level of closeness and trust with peers

d) becoming more autonomous in the larger world beyond the family

25) If you used a heuristic to search a problem space you would be using

a) a rule of thumb strategy that may produce a solution to a problem

b) a set of rules which, if followed, will guarantee a solution to a problem

c) a mental set produced by following rules

d) successive acquisition

26) Imprinting is easily accomplished if the necessary experiences occur

a) in sensitive periods that differ across species

b) immediately following birth

c) when the young animal is capable of self locomotion

d) when the young animal is ready to leave the company of its parents

27) Tina has suffered many rejections lately. Nothing that she does seems to work. Tina has begun to believe that events in life cannot be controlled by her behavior. According to Seligman (1975), Tina's expectation that life events cannot be controlled is called

- a) learned helplessness
- b) learned irrelevance
- c) a mental set produced by following rules
- d) depressive habituation

28) Which of the following factors would not favor the development of a conditioned response (CR)?

- a) a long time interval separates the onset of the CS and the onset of the UCS
- b) the intensity of the CS is increased
- c) the intensity of the UCS is increased
- d) the CS reliably predicts the occurrence of the UCS

29) Producing a desired behavior by rewarding successive approximations to the target behavior is called

- a) shaping
- b) elaboration
- c) recovery
- d) successive extinction

30) What occurs when the unconditioned stimulus is no longer presented with the conditioned stimulus?

- a) extinction
- b) acquisition
- c) recovery
- d) reinforcement

31) Information about how to perform some action is called

- a) procedural knowledge
- b) sensory knowledge
- c) visual memory
- d) acoustic memory

32) Information about specific events that we have personally experience is called

- a) episodic memory
- b) semantic memory
- c) visual memory
- d) reconstruction

33) According to equity theory, which of the following statements is most accurate?

- a) both over-benefited and under-benefited people feel uncomfortable
- b) under-benefited people are more satisfied than people in equitable relationships
- c) over-benefited people tend to like their relationship partners
- d) over-benefited people are more satisfied than people in equitable relationships

34) According to the fundamental attribution error, people tend to overattribute behavior to a) dispositional causes

- b) situational causes
- c) social pressure
- d) chance factors really under control by actors

35) Increased positive attitudes toward a newly banned consumer product might be attributable to

- a) reactance
- b) anchoring
- c) self-perception
- d) social comparison

36) Participants in Asch's well-known study on conformity to group norms often conformed

- a) despite the fact they knew the group was wrong
- b) because the group defined what participants thought was right
- c) because the group had authority
- d) only when the group would punish them for not conforming

37) Research indicates that people often make predictions of others behavior based on

a) heuristics

- b) statistical inferences
- c) prediction algorithms
- d) convergent thinking

38) Research on cognitive dissonance indicates that increased liking for an activity will be greatest when

a) minimal external pressure was applied to produce the activity, and free choice was perceivedb) maximal external pressure was applied to produce the activity, and free choice was perceived

c) minimal external pressure was applied to produce the activity, and free choice was not perceived

d) maximal external pressure was applied to produce the activity, and free choice was not perceived

39) Which of the following statements is true about the Milgram experiments?

a) people obeyed an authority figure much more than people think they would

b) people are fairly accurate at estimating the amount of obedience observed in these studies

c) people's behavior in this situation was characterized by reactance

d) people's behavior in this situation was characterized by counterreactance

40) You notice that a woman has fallen down on the street but you fail to help her because you see lots of other people around. What does this exemplify?

a) diffusion of responsibility

b) cognitive dissonance

c) prosocial behavior

d) implied aggression

41) Assume pairs of X and Y variables have the following correlations. For which correlation could you most accurately predict Y from X?

a) -90

b) 50

c) 0

d) 85

42) A statistic is based on a sample. What is the corresponding characteristics of a population? a) parameter

b) variance

c) probability

d) distribution

43) A researcher tests four groups of subjects. Each group is given a different dosage of caffeine, and reaction time is measured for each subject. Which of the following is true?

a) the independent variable has four levels

b) reaction time is the independent variable

c) dosage level is the dependent variable

d) reaction time is confounded with dosage level

44) Assume a prediction is made from a theory, and the results come out just as predicted.

What can you conclude about the theory?

a) it has received empirical support

b) it has been proved true

c) it has been turned into a fact

d) it has been disproved

45) Between the administration of a pretest and a posttest, normal developmental changes might occur that affect the results of the study independently of the treatment program being evaluated. This threat to internal validity is called

- a) maturation
- b) regression to the mean
- c) selection
- d) testing

46) Questions that can be answered by systematic observation and data collection are called a) empirical questions

- b) authoritative questions
- c) introspective questions
- d) systematic question

47) Studies of aggression have sometimes been criticized for developing questionable operational definitions of aggression (e.g., horn honking). This is primarily a criticism of a) construct validity

- b) external validity
- c) predictive validity
- d) internal validity

48) To study the relation between level of aggression and number of arrests, a researcher would first need to specify aggression as a(n)

a) operational definition

- b) independent variable
- c) theoretical construct
- d) internal variable

# Q# Subdiscipline

- 1-8 Biopsychology
- 9-16 Clinical/Abnormal Psychology
- 17-24 Developmental Psychology
- 25-32 Learning/Cognitive
- 33-40 Social Psychology
- 41-48 Statistics/Methodology

# Appendix 15 Journal Article Review Summaries (JARS)

#### What are Journal Article Reviews?

**Journal Article Reviews** (JARs) are short <u>summary papers</u> of published scientific journal articles in psychology that Psych 302 students write as a requirement for the course in all sections of Psych 302. During this semester you are asked to read and write reviews on <u>3 research articles</u>. The purpose of the JARs is to give you experience in reading, understanding, and summarizing scholarly journal articles as part of your education in psychology. The 3 JARs assignments are worth 60 points (20 points per each JARS) out of a total of 60 points possible for your course grade. Your 14 quiz scores count 280 points (14 quizzes X 20 points per quiz) for your course grade. Total points for the course are 60 for JARS and 280 for quizzes or 340 points total. *Extra credit* of 10 to 60 points can be earned by completing the department **Outcomes Assessment Exam** during the final month of the course. In addition, an **optional comprehensive final exam** worth 60 points can be substituted for your lowest 3 quiz scores. No other extra credit is allowed.

#### Instructions for Writing the Journal Article Reviews

The 3 articles you will read must come from a <u>set of 15 articles</u> contained in a folder on this course's **UNM Learn** website (see folder: *15 Journal Articles*). These 15 research articles come from the journal *Psychological Science* and cover a broad set of areas in psychology (developmental, clinical, cognitive, social, and neuroscience). Each of your reviews must follow a specific format (described below) and the reviews must be submitted through **UNM Learn assignments**.

There will be a <u>separate UNM Learn assignment for each of the 3 reviews</u>. Not all of the assignment icons will be immediately available because we do <u>not</u> want you to do JARs #2 and JARs #3 until you have completed and had graded the previous JARS assignments.

At the present time, you should be able to see the first assignment (*Journal Article Review 1*). Each <u>Journal Article Review assignment</u> should be <u>available for submission</u> at least 7 days before the assignment is actually due. Please note that after the due date has passed, the <u>UNM Learn</u> <u>assignment tool</u> for that review will be removed. At that point a 2<sup>nd</sup> UNM Learn assignment tool will appear with the <u>same title plus the word Late</u> (e.g., *Journal Article Review 1 – Late*). Please note that this tool will appear for everyone – even if you submitted your review on time. If you <u>did submit your</u> review on time, simply ignore the late assignment tool. If you did <u>not</u> submit it on time, then this is your opportunity to turn in a late review. The late assignment tool will remain available for 4 days. You will be docked 5 points for each day you are late in submitting your review. <u>No papers will be accepted</u> after being 4 days late – that is, after the late assignment tool disappears.

The <u>due dates for each of the 3 JARs assignments</u> are shown on the most recent version of your <u>course syllabus</u> posted on UNM Learn. You may submit your reviews before the deadline but not until the assignment tool appears on UNM Learn 7 days before it is due, but once you submit your review through the UNM Learn assignment tool for grading you can NOT retrieve it NOR may you submit a revised JAR.

The <u>first review is the most difficult</u> for all students because you are unsure exactly what you should do and how to do it. You should <u>write your reviews using **WORD**</u>. WORD can tell you how many words are in the complete document and also how many words are in each section (by highlighting the section and then selecting the <u>word count option</u> in the REVIEW menu). Once you have written your review, have revised it (<u>ALL writing should be revised</u>, usually more than once), and determined that each section has the <u>right number of words</u>, you can then <u>copy and paste your review</u> into the submission text box that will become available when you click on the UNM Learn assignment. Once you copy your review in the submission box, <u>check it over in the web browser</u> to ensure that everything got copied correctly.

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# Journal Article Review (JAR) Format

Each review is to be a <u>900-word summary of each journal article</u> you read. Follow this format carefully (do <u>not</u> omit sections and do <u>not</u> omit answers to questions):

**Title** (*exactly* as it appears in the article)

Your Name (Please include section titles and words in each in your submitted document.)

Introduction (300 words ± 20 words; include the number of words in your submitted document)

- □ What was the <u>general topic</u> of this article? (Do NOT include questions in your summary)
- □ What did previous research show?
- □ What was the goal of this particular study?
- □ What specific hypotheses were to be tested?
- □ What was the rationale for the hypothesis?

Methods (150 words ± 20 words; include the number of words in your submitted document)

□ What type of <u>research design</u> was used?

- □ Who were the <u>participants</u> in the study?
- $\Box$  How were the <u>data collected</u>?

Results (150 words ± 20 words; include the number of words in your submitted document)

- □ What statistical tests were performed?
- □ What were the <u>outcomes</u> or results of the statistical tests?

**Discussion** (300 words ± 20 words; include the number of words in your submitted document)

- □ Were the <u>hypotheses supported</u> or refuted?
- □ What specific findings were reported?
- □ What was the <u>general conclusion</u> of the article?
- □ What were some strengths and weaknesses of the study?

## Notes:

Please separate each of the 4 sections with a blank line.

JARs must be prepared in WORD and a final revised draft then cut and pasted into Learn.

JARs must be submitted only electronically through UNM Learn (see instructions below).

No hardcopy JARs submissions will be accepted for any reason.

# Journal Article Review (JAR) Grading Rubric

Each of your journal article reviews is worth **20 points**. Points will be assigned based on how accurately and clearly your review answers the questions asked under the 4 sections listed above. Please follow the guidelines for number of words carefully. If the number of words in your review deviates more than <u>plus or minus 20 words</u> from any section the stated number of words, you may lose points. The following table shows a "rubric" that explains in detail how points will be assigned to each section of your review. Please note that late reviews will be <u>docked 5 points per each day it is late</u>. If your paper is late, it will be graded normally and then the 5 points per day will be subtracted from the total points you earned. JARs papers will NOT be accepted after 4 days late.

# Grading Rubric (guideline for students – rubric will <u>not</u> be returned to you):

Level \ Section:	Introduction	Methods	Results	Discussion
Exemplary	5 points: All 5 issues are clearly & thoroughly addressed	5: All 3 issues are clearly & thoroughly addressed (design, participants, data collection)	5: Tests and outcomes are clearly & thoroughly described	5: All 4 issues are clearly & thoroughly addressed
Adequate	3-4: Most questions are clearly answered with 1 or 2 exceptions	3-4: Weak treatment of one of the issues (e.g., sample is incompletely described)	3-4: Weak treatment of one of the 2 issues	<ul> <li>3-4: Most questions are clearly answered, with one major weakness or</li> <li>2 minor problems</li> </ul>
Needs Improvement	1-2: One or more issues completely unaddressed, or most questions incompletely covered	1-2: Weak treatment of all 3 topics or missing treatment of 1 or 2 issues	1-2: Weak treatment of both issues or missing treatment of one issue	1-2: One or more issues completely unaddressed, or most questions incompletely covered
Failing	0: Poor or absent coverage	0: Poor or absent coverage	0: Poor or absent coverage	0: Poor or absent coverage

## Some Important Do's and Don'ts in Writing your JARS

1. <u>Read instructions carefully</u> before beginning work on the JARS. Make sure to <u>follow the</u> <u>instructions</u> carefully. Begin work on each JARS *at least* <u>a week in advance</u> of its due date. Set each completed draft of a JARS aside for 24 hours or so, and then **revise** it carefully as needed. It WILL need revision! More than one revision may be necessary. ALL good writers revise what they write.

2. Keep an eye on the <u>word-counts</u>, put <u>blank lines</u> between the sections, include the <u>title of the</u> <u>article</u>, and include the number of words for each section in parenthesis after the section title. Do NOT use <u>quotes</u> from the article; *copy and paste your text* into the <u>submission box</u>; and <u>check the</u> <u>formatting</u> in the submission box before you submit. Do NOT attach a WORD document.

3. You lose a lot of points quickly for <u>lateness</u>. Submit your JARS **early** enough that you have time to deal with any <u>computer issues</u> that may come up at the last minute. It is not unusual for Learn to occasionally crash on Sundays or even Sunday evening for a hour or more.

4. Make sure you <u>answer each of the required questions</u> in the appropriate section of your JARS. They do NOT have to be answered in order, but they DO have to be in the <u>correct section</u>.

5. Check your spelling, grammar, punctuation, and sentence structure. Your JARS should <u>appear and</u> <u>sound professional</u>, and your writing should be at <u>university level quality</u>.

# Some Tips and Hints

1. Read the article <u>abstract</u> first because it describes the most important points of the article. You will probably want to read the abstract of each of the 15 articles to decide on which 3 articles you wish to submit JARS on based on <u>YOUR interest in the topic</u> of the research in the articles.

2. Always keep your audience in mind when you are writing. The audience for a review like this is someone who has <u>not</u> read the article. Your goal is to clearly explain the article to someone who has <u>not</u> read it. That means you should <u>not refer to figures or tables in the article</u>, instead you should briefly explain the information they contain (if it is important). It also means that you have to make sure to get the main ideas across clearly. A good way to test yourself on this is to ask a friend to read your JARS after you complete it. If your friend is able to explain the gist of the article to you after reading your review, you have probably done a good job of summarizing it.

3. The JARS have <u>precise word limits</u>, making the JARS good practice for you in <u>identifying the</u> <u>main points</u> of an issue or argument. As you read, think about the job that the author intended each sentence to perform. For example, one sentence might be there to stimulate the interest of the reader. Another sentence might explain how previous research links a particular theory with the measure that will be used in the study. The 1<sup>st</sup> can probably be excluded from your JARS. The information in the 2<sup>nd</sup> will likely be essential to understanding the measure being used in the study and the implications of the results, so you need to include that information in your JARS.

4. One way to identify essential information is to look for <u>elements that carry through multiple sections</u>. For example, the hypotheses will be described in the Introduction. Hypotheses also may (or may not) pop up in the Methods. The tests of the hypotheses will be included in the Results (though they may not be labeled as such, but it is up to you to identify them). Then hypotheses will re-appear in the Discussion when they are discussed in the context of the results. If the Introduction indicates that some theory will be tested, that theory is going to appear again in the Discussion. Look for consistent elements like these that carry through multiple sections.

5. <u>Give yourself *plenty of time* with these papers</u>. You will probably want to <u>read the article multiple</u> <u>times</u>, possibly over multiple days, usually after reading the questions to answer in each section. And, you will also want to review and revise a draft of your JARS at least a day after you write it. You may need to revise it more than once.

6. The <u>questions in the article</u> may not always correspond perfectly with the sections in your JARS. For example, some authors include the method of their statistical analysis (i.e. the statistical tests they will use) in the Methods section instead of in the Results section. You have been asked to indicate the statistical tests in the Results section, not the Methods. Make sure you <u>put information in the correct</u> <u>JARS section</u>, no matter where it appears in the article.

7. Authors often give <u>overlapping information across sections</u> because some readers may only be reading one or a few sections, depending on their goals for reading the article. A scientist who wants to understand the theory behind a study and the implications of the results, but who is not interested in the particular methods or data, will read only the Introduction and Discussion. A reader who already knows the background and just wants to know how the study came out may read only the Discussion. For the sake of these readers authors often include a summary of the methods in the Introduction, a review of the predictions in the Discussion, etc. Your review is a short summary, and <u>you can assume the whole</u>

summary will be read. Therefore, while you will want to tie together the sections, you will want to avoid much redundancy in your review whenever possible.

8. You do <u>not</u> need to copy the order in which the authors presented information. Sometimes you will find that it makes more sense to organize a JARS section differently than the authors did. If the order used by the article authors is the most logical, you can stick with it, but if not, feel free to adjust the order of information you put in each section of your summary, or simply organize your summary of a section in the order of our required questions to answer (see page 2 above for the list of questions).

9. Make sure to <u>read any comments your grader gives you</u> and adjust your approach accordingly in your future JARS. If you do not understand something in your JARS feedback, email and ask me a question about it.

# Specific Advice on Writing the Sections of your JARs

## **Introduction**

The purpose of this section is to introduce the article reader to the research question. This section should tell something like a story that culminates with the hypotheses. A format for this section that seems to work well is to start with a single sentence or two that broadly introduces the topic of the article. Next briefly review the previous literature, and then describe the study goals and the hypotheses. Make sure you have explained the authors' rationale for the hypotheses. The precise format for the Introduction will vary for different articles, but generally it will begin with some question of interest that has been addressed by previous research, explain why that previous research does not answer the questions satisfactorily, and then explain how the present study will remedy situation. The Introduction may also include justification for particular measures or methods, comparisons of competing theories, or reasons for being concerned with the research question. The review of previous research will give the background information. The goal is the broad aim of the study (e.g., compare theory A with theory B; demonstrate that C affects D, etc.). The hypotheses are specific predictions about how the data will come out in this particular study. Some articles will have directional hypotheses (X is expected to increase when Y happens) and others will be less specific (X is expected to be related to Y). The rationale for the hypotheses will generally flow directly from the review of the literature. For example, if the theory of X says that X should increase when Y happens, and previous research suggests that Z is a good measure of X, then the hypothesis would be that Z will increase when Y happens. The rationale then is that X should theoretically increase with Y and Z is a measure of X, and the goal is to support the theory of X. The Introduction should be written as though the study has not yet been performed, so do not include any findings from the present study in your summary of the Introduction. The only reason you should give details of the methods in your introduction is if they are necessary to understand the hypotheses. Otherwise save them for the Methods.

# **Methods**

Do not forget to indicate the **research design**! A general format that works well for the Methods is to start with the **design**, then describe the **participants**, and to finish with describing the **procedures** and **measures**. When <u>describing the participants</u>, make sure to include the <u>sample size</u> and relevant information about the <u>population</u> they were drawn from. Other information (such as mean age, selection criteria, or recruiting method) may also be important, but it will not always be necessary to describe in your summary. When deciding whether to summarize <u>certain information about the participants</u>, think about whether it is essential to understand what is going on in the study. If the participants are all psychiatric patients, you should usually say so, but it will usually be much less important to include the name of the facility where they are being treated. It can be assumed that proper protections of human research rights were observed, and you do not need to report that

participants gave informed consent, were debriefed, etc. Remember, this is a summary, and you cannot include everything.

The <u>procedures</u> should give the reader a clear picture of what the participants saw, did, or went through during the study. Some details may be reported in the article so that others can reproduce the study, but those details may <u>not</u> be essential to understanding the point of the experimental manipulation. You will want to skim over, or skip, less essential details and focus on the elements of the procedure that are <u>necessary to understand the results</u>. That means you need to describe how the data in the results were collected, such as including information about observer ratings, questionnaires completed, physiological measures, etc.

## **Results**

The type of statistical test, statistics per se, and other information can often be found in graphs and tables. Do not neglect examining those. The things reported at the beginning of a Results section are usually less important than things reported later. For example, inter-rater reliabilities, manipulation checks, tests for potential confounding variables, etc. are <u>not</u> essential pieces of information and can generally be minimized or skipped in your summary. When deciding what to report in detail, go back to the hypotheses and <u>report the tests of those hypotheses</u>. Make sure you include the direction of the effect (where relevant). For example, it is <u>not</u> enough to say there was a significant difference between groups, but <u>you must also say which group scored higher</u>.

Indicate which statistical test was used to find which result. For example, instead of saying "correlations and *t* tests were used. There was a relationship between  $\ldots$ " say something like "The test of the correlation between X and Y was significant and the relationship was positive. To compare the group means on variable Z, *t* tests were used  $\ldots$ ", "When discussing ANOVAs make sure to indicate the dependent variable as well as the independent variables. Be careful, when there is more than one dependent variable, because there will often be a separate ANOVA for each. Be clear that different ANOVAs were conducted on different DVs.

# **Discussion**

The Discussion section is where the theories referred to in the Introduction come together with the Results to tell us something about the world. This section should begin with a <u>review of how the results</u> relate to the hypotheses. Go through each prediction in the Introduction and say which results bear on it, whether the hypothesis was supported, and what that result tells us about the world. Any findings that you talk about in the discussion should have been reported in the results. This section will generally include some <u>implication of the findings</u> (i.e., what do they mean for our understanding of psychology?). Make sure to include the <u>general conclusion</u>, or the main point. Do not forget to say something about <u>strengths and weaknesses</u>. The authors might have mentioned some, or they might not. You are looking for weaknesses in the study itself. Examples include a poor study method that does not really get directly at the research question (or a particularly good method that answers it better than other studies have), failure to consider possible alternative explanations for the effect that was detected (or methods that differentiate well between competing explanations), failure to consider possible confounding variables (or a good job identifying potential confounds). Poor writing or use of confusing statistical tests are not weaknesses of the study (though use of inappropriate tests for the data would be). Getting results that are consistent with previous research is <u>not</u> a strength.

# Journal Article Reviews and Plagiarism

It's important when you're writing your JARs only to <u>submit your own work</u>. That is, you must not plagiarize other current or past students or the article itself. In past semesters some students appear to have misunderstood what constitutes plagiarism. It is critical that you know what plagiarism is and to

avoid it at all costs. Copying reviews (**in part or all**) from your current classmates or from previous students who have taken this course is strictly forbidden. Doing so will result in my reporting such unethical actions to the Dean of Students. <u>Any JAR submission that includes all or part of another student's review is plagiarism</u>. Finally, the journal article <u>reviews are to be done **individually**</u>. You may NOT work on this assignment with others in the class. The purpose of doing JARs is to help you learn about psychological journal articles, and only by doing the work yourself will that occur. In addition, plagiarism is <u>unfair to all the other students</u> who do their own work.

When you summarize a journal article it is inevitable that you will include some of the terms or phrases that the author used in the original article. Plagiarism goes beyond this and includes copying sentences or even paragraphs straight out of the article. A <u>general rule</u> is never to use more than five words in succession from an article that you are reviewing. If you do, it could be viewed as plagiarism. Also, simply reordering the words from someone else's sentence could still constitute plagiarism. To help avoid this for the JARs, <u>you are NOT allowed to quote from the article</u> itself, even if you use quotation marks.

A good strategy for writing your reviews is to read the article with the questions in mind that you need to answer and then <u>take notes in your own words</u>, sketching out the answers to the questions. Then you <u>write your review from your notes</u> rather than the article itself. Then after fully drafting your JAR, you can go back to the article to check the accuracy and completeness of what you wrote.

Plagiarism means taking credit for the expressed work and ideas of another. People usually think of it as putting our name on someone else's paper, or using someone's ideas without crediting them. But, it means more than that. Using someone's words even in a single sentence in a given context, without giving them credit for having written them, is also plagiarism. Even if you give someone credit for their ideas by citing them, you still have to find your own way of getting those ideas across. You can NOT use the exact words of the original author. The exception is, of course, if you quote the author, BUT you are NOT allowed to use quotes in your JARs. Instead you must put the ideas you want to express into your own words. This is good practice for you and it also allows us to assess your comprehension.

Sometimes there are only so many ways to say something – how do you know if you have crossed the line into plagiarism? One rule of thumb is to never use more than 5 words in a row straight from the article. This is a useful guide, but it is NOT sufficient to ensure that you are NOT plagiarizing. It is also unacceptable to simply re-order the author's words or to switch out one or two words with synonyms. You must actually find your own individual way of expressing the idea that does NOT imitate the author's precise way of expressing it.

Below is an <u>example of plagiarism and non-plagiarism using a sentence</u> from one of the articles:

<u>Original Sentence</u>: "Images taken during each of the three main tasks (categorization, individuation, visual search) were analyzed separately in three two-tailed paired *t* tests comparing trials with Black faces and trials with White faces."

An example of <u>plagiarism</u> would be: "**Images made during each of the three tasks were** analyzed individually using paired, two-tailed *t* tests comparing trials with black faces versus white faces." Even though there are no instances of five consecutive, identical words, this is still plagiarism.

An <u>acceptable paraphrase</u> would be **"The effect of race-of-face on the images was looked at separately for each of the three tasks with two-tailed, paired** *t* **tests." Better yet, instead of trying to paraphrase single sentences one at a time, work on describing the bigger picture in your own words.** 

**Note:** What are the **consequences of plagiarism**? The first offense is the loss of all the 33 points for that review. On the second offense you lose all 100 points possible for all the JARs and also risk expulsion from the course and my reporting of the transgression to the UNM Dean of Students.

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Academic Year	2017	2018	2019	2020	2021	2022
Total Number of Applicants	197	212	196	193	281	222
Offers Made	15	15	18	19	21	11
Offers Accepted	7	9	10	14	14	8
GRE Verbal	161	156	158	161	NR	NR
GRE Quantitative	158	153	156	155	NR	NR
GRE Analytical	4	4	5	5	NR	NR
GRE Psychology	724	N/A	707	680	NR	NR
Undergraduate GPA	3.67	3.82	3.74	3.72	3.60	3.69
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Clinical Applicants	2017	2018	2019	2020	2021	2022
Number of Applicants	159	168	158	156	223	195
Offers Made	5	8	11	10	12	46
Offers Accepted	3	5	3	7	9	4
GRE Verbal	162	157	157	162	NR	NR
GRE Quantitative	158	155	157	155	NR	NR
GRE Analytical	150	155	5	155	NR	NR
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Undergraduate GRA	207	N/A 2.66	2 01	2 69		2 95
Ondergraduate GFA	5.62	5.00	5.91	5.08	5.55	5.65
Experimental Applicants	2017	2018	2019	2020	2021	2022
Number of Applicants	105	121	125	90	124	108
Offers Made	10	7	14	9	9	5
Offers Accepted	4	4	7	7	5	4
GRE Verbal	160	154	159	160	NR	NR
GRE Quantitative	158	150	156	156	NR	NR
GRE Analytical	 	5	4	4	NR	NR
GRE Psychology	705	Ν/Δ	740	680	NR	NR
Undergraduate GPA	2 56	1 03	3 68	3 76	3 80	3 56
	5.50	4.05	5.00	5.70	5.80	5.50
СВВ	2017	2018	2019	2020	2021	2022
	65	62	54	58	89	89
Number of Applications	05	02				
Number of Applications Offers Made	8	6	10	7	8	4
Number of Applications Offers Made Offers Accepted	8	6 3	10 6	7 4	8	4 3
Number of Applications Offers Made Offers Accepted GRE Verbal	8 4 160	6 3 152	10 6 161	7 4 156	8 4 NR	4 3 NR
Number of Applications Offers Made Offers Accepted GRE Verbal GRE Quantitative	8 4 160 158	6 3 152 148	10 6 161 156	7 4 156 154	8 4 NR NR	4 3 NR NR
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Appendix 17 Doctoral students by ethnicity for each concentration

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	2017-18	2018-19	2019-20	2020-21	2021-22
African American	1	2	2	2	4
Hispanic	8	7	6	5	6
Asian	0	0	0	1	2
American Indian	3	4	4	4	4
White	28	22	20	22	19
Unknown	4	3	3	2	4

# Cognition, Brain, and Behavior

	2017-18	2018-19	2019-20	2020-21	2021-22
African American	2	2	1	1	1
Hispanic	4	2	3	5	8
Asian	1	1	1	1	1
American Indian	0	0	0	0	0
White	15	15	16	16	13
Unknown	0	0	2	2	2

# Evolution and Development

	2017-18	2018-19	2019-20	2020-21	2021-22
African American	0	0	0	0	0
Hispanic	0	0	1	1	1
Asian	1	1	1	1	1
American Indian	0	0	0	0	0
White	3	2	2	4	4
Unknown	2	2	2	2	3


#### Appendix 18 Student Admissions, Outcomes and Other Data

#### Time to Completion for all students entering the program

Outcome									Ye	ar in wh	ich Degr	ees wer	e Confer	red								
Outcome	2012-20	13	2013-20	14	2014-20	015	2015-20	16	2016-20	17	2017-20	18	2018-20	19	2019-20	20	2020-20	21	2021	2022	To	tal
Total number of students with doctoral degree conferred on transcript	4		4		5		9		2		9		5		5			5	8	3	5	7
Mean number of years to complete the program	7.25		7.25		7.4		7.11		5.5		6.22		7		7		6.	33	6.	88	6.	89
Median number of years to complete the program	7.5		7.5		7		7		5.5		6		7		7			7	2	7		7
Time to Degree Ranges	N	%	Ν	%	N	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%
Students in less than 5 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in 5 years	0	0	0	0	0	0	0	0	1	50	2	22	1	20	0	0	2	33	1	13	7	12
Students in 6 years	1	25	1	25	0	0	2	22	1	50	3	33	1	20	1	20	0	0	2	25	12	21
Students in 7 years	1	25	1	25	3	60	5	56	0	0	4	44	1	20	3	60	4	67	4	50	26	46
Students in more than 7 years	2	50	2	50	2	40	2	22	0	0	0	0	2	40	1	20	0	0	1	13	12	21

Also, please describe or provide a link to program admissions policies that allow students to enter with credit for prior graduate work, and the expected implications for time to completion. Please indicate NA if not applicable:

Accepted clinical students may transfer as much as 24 credit hours as well as their Master's Degree (if applicable) upon departmental approval. The transfer of specific clinical graduate coursework credit hours is limited to 9 hours, upon departmental approval. Additional information is available in our Graduate Handbook which can be accessed here: http://psych.unm.edu/assets/docs/grad/graduate-guidelines-2022.pdf

#### **Program Costs**

Description	2022-2023 1st-year Cohort Cost
Tuition for full-time students (in-state)	11080.80
Tuition for full-time students (out-of-state)	29954.40
Tuition per credit hour for part-time students	461.70 (is) 1248.10 (os)
University/institution fees or costs	382.00
Additional estimated fees or costs to students (e.g. books, travel, etc.)	Varries

Students admitted into our program are guaranteed at least 5-years of funding as long as they remain in good standing in the program. This funding includes a stipend (\$16,149-\$17,460), coverage of up to 18 hours of tuition, and health insurance.

#### Internship Placement - Table 1

									Year	Applied	for Inter	nship								
Outcome	2012-20	013	2013-20	014	2014-20	)15	2015-20	16	2016-20	17	2017-20	18	2018-20	)19	2019-20	020	2020-20	)21	2021	-2022
	N	%	Ν	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Students who obtained APA/CPA-accredited internships	3	75	8	89	6	100	3	100	8	100	6	100	4	100	8	100	6	100	4	100
Students who obtained APPIC member internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other membership organization internships (e.g. CAPIC) that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained internships conforming to CDSPP guidelines that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained other internships that were not APA/CPA-accredited ( <i>if applicable</i> )	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students who obtained any internship	3	75	8	89	6	100	3	100	8	100	6	100	4	100	8	100	6	100	4	100
Students who sought or applied for internships including those who withdrew from the application process	4	-	9	-	6	-	3	-	8	-	6	-	4	-	8	-	6	-	4	-

#### Internship Placement - Table 2

									Year	Applied	for Inter	nship								
Outcome	2012-20	13	2013-20	14	2014-20	15	2015-20	16	2016-20	)17	2017-20	18	2018-20	)19	2019-20	20	2020-20	21	2021	-2022
	N	%	N	%	N	%	N	%	N	%	Ν	%	N	%	N	%	N	%	N	%
Students who sought or applied for internships																				
including those who withdrew from the application	4	-	9	-	6	-	3	-	8	-	6	-	4	-	8	-	6	-	4	-
process																				
Students who obtained paid internships	3	75	8	89	6	100	3	100	8	100	6	100	4	100	8	100	6	100	4	100
Students who obtained half-time internships* (if	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
applicable)	0	U	0	0	0	U	0	0	0	0	U	0	0	0	0	0	0	U	0	U

#### Attrition

									Yea	r of Firs	t Enrollm	ent								
Variable	2012-20	13	2013-20	)14	2014-20	)15	2015-20	016	2016-20	17	2017-20	18	2018-20	019	2019-20	20	2020-20	21	2021	-2022
	N	%	Ν	%	Ν	%	N	%	N	%	Ν	%	Ν	%	Ν	%	N	%	N	%
Students for whom this is the year of first	7		7		7		0		0		2		-		2		7		0	
enrollment (i.e. new students)	/	-	/	-	/	-	0	-	0	-	3	-	5	-	3	-	/	-	9	-
Students whose doctoral degrees were conferred on	7	100	6	96	G	96	4	FO	4	FO	1	22	0	0	0	0	0	0	0	0
their transcripts		100	0	00	0	00	4	50	4	50	1	- 55	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	0	0	2	25	3	38	2	67	4	80	1	33	7	100	9	100
Students no longer enrolled for any reason other than conferral of doctoral degree	0	0	1	14	1	14	2	25	1	13	0	0	1	20	2	67	0	0	0	0

#### Licensure

Outcome	2012-2022
The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago	43
The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years	35
Licensure percentage	81%



# Department of Psychology

## Appendix 19

#### Time to Completion for all students entering our experimental program.

Outcomo									Ye	ar in wh	ich Degi	rees were	e Confer	red								
Outcome	2012	-2013	2013	-2014	2014	-2015	2015	-2016	2016	-2017	2017	-2018	2018	-2019	2019	-2020	2020	-2021	2021-20	022	To	tal
Total number of students with doctoral degree conferred on transcript	:	5	,	7	:	5	6	5		5		3		б		4	1	3		3	4	.7
Mean number of years to complete the program	6	.8	7.	71	8	.8	7.	33		6	6.	.66	7	.5	7.	25	6.	67	7.	33	7.	96
Median number of years to complete the program		6	:	8	:	8	(	5		6		6		5		7		5	1	6	6	.5
Time to Degree Ranges	Ν	%	Ν	%	Ν	%	N	%	N	%	N	%	Ν	%	N	%	N	%	Ν	%	N	%
Students in less than 5 years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students in 5 years	0	0	1	14	1	20	1	17	2	40	1	33	4	67	0	0	0	0	0	0	10	21
Students in 6 years	3	60	2	29	0	0	3	50	2	40	1	33	0	0	2	50	2	67	2	67	17	36
Students in 7 years	1	20	0	0	1	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	4
Students in more than 7 years	1	20	4	57	3	60	2	33	1	20	1	33	2	33	2	50	1	33	1	33	18	38

Admitted students may transfer as much as 24 credit hours as well as their Master's Degree (if applicable) upon departmental approval. Additional information is available in our Graduate Handbook which can be accessed here: http://psych.unm.edu/assets/docs/grad/graduate-guidelines-2021.pdf

#### Attrition

									Yea	r of Firs	t Enroll	ment								
Variable	20	13	20	)14	20	)15	20	016	20	)17	20	018	20	19	20	20	20	21	20	)22
	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%	Ν	%
Students for whom this is the year of first enrollment (i.e. new students)	5	-	6	-	4	-	8	-	4	-	4	-	7	-	7	-	5	-	5	-
Students whose doctoral degrees were conferred on their transcripts	2	40	6	100	2	50	2	25	0	0	0	0	0	0	0	0	0	0	0	0
Students still enrolled in program	0	0	0	0	1	25	4	50	4	100	3	75	6	86	7	100	4	80	5	100
Students no longer enrolled for any reason other than conferral of doctoral degree	3	60	0	0	1	25	2	25	0	0	1	25	1	14	0	0	1	20	0	0

#### **Program Costs**

Students admitted into our program are guaranteed at least 5-years of funding as long as they remain in good standing in the program. This funding inclues a stipend (\$16,149-\$17,460), coverage of up to 18 hours of tuition, and health insurance.

Description	2022-2023 1st-year Cohort Cost
Tuition for full-time students (in-state)	11080.80
Tuition for full-time students (out-of-state)	29954.40
Tuition per credit hour for part-time students	461.70 (is) 1248.10 (os)
University/institution fees or costs	382.00
Additional estimated fees or costs to students (e.g. books, travel, etc.)	Varries

#### **Appendix 20: Faculty Credentials Template** (FOR USE IN CRITERION 5)

Directions: Please complete the following table by: 1) listing the full name of each faculty member associated with the designated department/academic program(s); 2) identifying the faculty appointment of each faculty member, including affiliated faculty (i.e., LT, TTI, TTAP, AD, etc.); 3) listing the name of the institution(s) and degree(s) earned by each faculty member; 4) designating the program level(s) at which each faculty member teaches one or more course (i.e., "X"); and 5) indicating the credential(s) earned by each faculty member that qualifies him/her to teach courses at one or more program levels (i.e., TDD, TDDR, TBO or Other). Please include this template as an appendix in your self-study for Criterion 5A.

#### \*Please add rows as necessary\*

Name of Department/Academic Program(s): \_\_\_\_\_ Psychology

Full First and Last Name	<ul> <li>Faculty Appointment <u>Continuing</u></li> <li>Lecturer (LT)</li> <li>Probationary/Tenure Track - Instructor (TTI) or Asst. Prof. (TTAP)</li> <li>Tenured - Assoc. Prof. (TAP), Prof. (TP), or Dist. Prof. (TDP)</li> <li>Prof. of Practice (PP) <u>Temporary</u></li> <li>Adjunct (AD)</li> <li>Term Teacher (TMT)</li> <li>Visitor (VR)</li> <li>Research Faculty (RF)</li> </ul>	Institution(s) Attended, Degrees Earned, and/or active Certificate(s)/Licensure(s) (e.g., University of New Mexico—BS in Biology; University of Joe Dane—MS in Anthropology; John Doe University—PhD in Psychology; CPA License—2016-2018) **Only Terminal Degree is Necessary**	Program Level(s) (Please leave blank or provide "N/A" for each level(s) the faculty <u>does not</u> teach at least one course.)	<ul> <li>Faculty Credentials</li> <li>Faculty completed a terminal degree in the discipline/field (TDD);</li> <li>Faculty completed a terminal degree in the discipline/field and have a record of research/scholarship in the discipline/field (TDDR);</li> <li>Faculty completed a terminal degree outside of the discipline/field but earned 18+ graduate credit hours in the discipline/field (TDO); OR</li> <li>Other (Explain)</li> </ul>
1. Allen Butt	Principal Lecturer II (LT)		Undergraduate X	TDDR
	1 ()	University of New Mexico - Ph.D.	Graduate X	1
		Psychology	Doctoral	1
2. James Cavanagh	Associate Professor (TAP)		Undergraduate X	TDDR
		University of Arizona – Ph.D. Psychology	Graduate X	7
			Doctoral X	7
3. Kristina Ciesielski	Associate Professor (TAP)	Nencki Institute of Experimental Biology -	Undergraduate X	TDDR
		Ph.D. Biological Brain Sciences	Graduate X	
			Doctoral X	
4. Benjamin Clark	Associate Professor (TAP)		Undergraduate X	TDDR
		Dartmouth College – Ph.D. Psychological	Graduate X	
		and Brain Sciences	Doctoral X	
5. Vincent P. Clark	Professor (TP)		Undergraduate X	TDDR
		University of California, San Diego – Ph.D.	Graduate X	
		Cognitive Neuroscience	Doctoral X	
6. Sarah Erickson	Associate Professor (TAP)		Undergraduate X	TDDR
		Stanford University – Ph.D. Counseling and	Graduate X	4
		Health Psychology	Doctoral X	

7. Derek Hamilton	Professor (TP)	University of New Mexico – Ph.D.	Undergraduate	Х	TDDR
		Psychology	Graduate	Х	
			Doctoral	Х	
8. Jeremy Hogeveen	Assistant Professor (TTAP)	Wilfrid Laurier University – Ph.D. Cognitive	Undergraduate	Х	
		Neuroscience	Graduate	Х	TDDR
			Doctoral	Х	
9. Margo Hurlocker	Assistant Professor (TTAP)	University of Southern Mississippi – Ph.D.	Undergraduate	Х	TDDR
		Counseling Psychology	Graduate	Х	
			Doctoral	Х	
10. Kent Kiehl	Professor (TP)	University of British Columbia – Ph.D.	Undergraduate	Х	TDDR
		Psychology & Neuroscience	Graduate	Х	
			Doctoral	Х	
11. Geoffrey Miller	Associate Professor (TAP)	Stanford University – Ph.D. Experimental	Undergraduate	Х	TDDR
, j		Psychology	Graduate	Х	
			Doctoral	Х	
12. Theresa Moyers	Professor (TP)	University of New Mexico – Ph.D. Clinical	Undergraduate	Х	TDDR
,		Psychology	Graduate	Х	
			Doctoral	Х	
13. Nathan Pentkowski	Associate Professor (TAP)	University of Hawaii at Manoa – Ph.D.	Undergraduate	Х	TDDR
		Behavioral Neuroscience	Graduate	X	
			Doctoral	X	
14. Tania Reynolds	Assistant Professor (TTAP)	Florida State University – Ph.D. Social	Undergraduate	X	TDDR
		Psychology	Graduate	X	
		15,00008,	Doctoral	X	
15 Fric Ruthruff	Professor (TP) Fall 2023	University of California San Diego – Ph D	Undergraduate	X	TDDR
	110103501 (11)1 uli 2025	Psychology	Graduate	X	
		15,00008,	Doctoral	X	
16 Bruce Smith	Associate Professor $(T \land P)$	Arizona State University – Ph.D. Psychology	Undergraduate	X	
10. Bruce Sintin	Associate Trolessol (TAL)	Arizona State Oniversity – Th.D. T sychology	Graduate	X V	IDDR
			Doctoral	A V	-
17 Jane Ellen Smith	Drofessor (TD)	State University of New York at Binghamton	Undergraduate	X V	קחתד
17. Jane Ellen Shifti		- Ph D. Psychology	Graduate	X V	IDDR
		- Th.D. T Sychology	Destoral	л V	-
19 Claudia Tasaha	Drofossor (TD)	University of California Doubalay Dh D	Lindonono duoto		TDDP
18. Claudia Tesche	Professor (TP)	Dhusios	Curduate		IDDK
		Physics	Graduate	A V	
10 D 17 C 1			Doctoral	X	TDDD
19. Davood Tofighi	Associate Professor (TAP)	Arizona State University – Ph.D.	Undergraduate	X	IDDR
			Graduate	X	-
20 Wint 17			Doctoral	X	
20. Kirsten Thomson	Lecturer III (LT)	University of California, San Diego – Ph.D.	Undergraduate	X	TDDR
		Psychology	Graduate	<u> </u>	4
			Doctoral		
21. Kamilla Venner	Associate Professor (TAP)	University of New Mexico – Ph.D.	Undergraduate	Х	TDDR
		Psychology	Graduate	Х	1
			Doctoral	Х	

22. Steven Verney	Professor (TP)	San Diego State University – Ph.D. Clinical Psychology	Undergraduate Graduate Doctoral	X X X	TDDR
23. Jacob M. Vigil	Associate Professor (TAP)	University of Missouri, Columbia – Ph.D. Developmental Psychology	Undergraduate Graduate Doctoral	X X X	TDDR
24. David C. Witherington	Associate Professor (TAP)	University of California, Berkeley – Ph.D. Developmental Psychology	Undergraduate Graduate Doctoral	X X X	TDDR
25. Katie Witkiewitz	Distinguished Professor (TDP)	University of Washington – Ph.D. Clinical Psychology	Undergraduate Graduate Doctoral	X X X	TDDR
26. Elizabeth Yeater	Professor (TP)	University of Nevada, Reno –Ph.D. Clinical Psychology	Undergraduate Graduate Doctoral	X X X	TDDR
27. Jeffrey Lewine	Research Assistant Professor (RF)	University of Rochester – Ph.D. Neuroscience	Undergraduate Graduate Doctoral	Х	TDDR
28. Mathew Pearson	Research Professor (RF)	Old Dominion University – Ph.D. Applied Experimental Psychology	Undergraduate Graduate Doctoral	X X	TDDR
29. Jennifer Bennett	Term Teacher (TMT)	University of New Mexico – Ph.D. Psychology	Undergraduate Graduate Doctoral	X	TDD
30. Eric Jackson	Term Teacher (TMT)	University of New Mexico – MS Psychology	Undergraduate Graduate Doctoral	X	
31. Janis L. Anderson	Temporary Part-Time Adjunct (AD) Assistant professor - Harvard Medical School	Vanderbilt University – Ph.D. Clinical Psychology/Neurobiology 1983	Undergraduate Graduate Doctoral	X	TDDR
32. Cheryl Bryan	Temporary Part-Time Adjunct (AD) Assistant Professor UNM Valencia Campus	University of New Mexico – Ph.D. Developmental	Undergraduate Graduate Doctoral	X	TDD
33. Brian Coffman	Temporary Part-Time Adjunct (AD) Research Assistant Professor – Univ of Pittsburgh	University of New Mexico – Ph.D. Experimental Psychology	Undergraduate Graduate Doctoral	X	TDDR
34. John Dencoff	Temporary Part-Time Adjunct (AD)	University of New Mexico – MS Psychology	Undergraduate Graduate Doctoral	X	
35. Bruno Gagnon	Temporary Part-Time Adjunct (AD) Professor Emeritus Santa Fe Community College	Educational Foundations – Ph.D. Psychological Anthropology	Undergraduate Graduate Doctoral		TDD
36. Lorna Joachim	Temporary Part-Time Adjunct (AD)	University of Arizona – Ph.D. Psychology 1993	Undergraduate Graduate Doctoral		TDDR

37. Julia Keller	Temporary Part-Time Adjunct (AD)	University of New Mexico – Ph.D Psychology	Undergraduate X Graduate	TDDR
38. Jeanne E. Knight	Temporary Part-Time Adjunct (AD)	University of New Mexico – Ph.D. Clinical Psychology	Doctoral       Undergraduate       X       Graduate       Doctoral	TDDR
39. Paul Lesnik	Temporary Part-Time Adjunct (AD)	University of New Mexico – Ph.D Psychology	Undergraduate X Graduate Doctoral	TDD
40. Elaine Perea	Temporary Part-Time Adjunct (AD)	Arizona State University – Ph.D. Social Psychology	Undergraduate X Graduate Doctoral	TDDR
41. Ryan Sams	Temporary Part-Time Adjunct (AD)	New Mexico State University – MS Psychology	Undergraduate X Graduate Doctoral	TDD
42. Simone Viljoen	Temporary Part-Time Adjunct (AD)	Simon Fraser University – Ph.D. Clinical Psychology	Undergraduate X Graduate Doctoral	TDDR

## **Appendix 21 FACULTY PROFILES**

James F. Cavanagh Associate Professor Education: PhD University of Arizona, 2010 Lab Website Curriculum vitae Research Area/s: Cognition, Brain and Behavior

## **Research Interests:**

- EEG Signatures of Frontal Cortical Function
- Reward and Decision Making
- Computational Psychiatry

## **Profile:**

Dr. Cavanagh specializes in cognitive neuroscience. Much of his work aims to define the mechanistic neural functions that underlie learning and decision making ("cognitive control"). His research program follows two interrelated paths. Basic theoretical neuroscience issues are addressed with a formal mixture of empirical studies and computational modeling. Novel findings are then leveraged to address applied clinical questions, such as refining the diagnoses of psychiatric and neurological disorders. Dr. Cavanagh directs the Cognitive Rhythms and Computation Lab at the University of New Mexico Department of Psychology and has helped establish the UNM Center for Brain Recovery and Repair, a NIGMS-funded P20 institution. He was recently awarded the Early Career Award from the Society for Psychophysiological Research, as well as an NIMH Biobehavioral Research Award for Innovative New Scientists (BRAINS) RO1. These resources help his lab advance the use of electrophysiology as a theoretical and methodological hub in the neural sciences, translating findings directly from the lab bench to the patient bedside. Current projects include:

- Frontal theta as a mechanism of cognitive control
  - Cognition in Parkinson's disease
  - Role of theta in *drift diffusion model* defined adaptations to control
- Distributed sources of the Reward Positivity EEG feature
  - Multimodal imaging and TMS stimulation
  - Cortical representation of Information value vs. affective value
  - Neural mechanisms of anhedonia
- Cross-species translation of these electrophysiological markers of cognitive functions
  - Collaborative with the Brigman lab at UNMH -- <u>https://hsc.unm.edu/directory/brigman-jonathan.html</u>

## **Selected Publications:**

Cavanagh, J.F., Gregg, D., Light, G.A., Olguin, S. Sharp, R.F., Bismark, A.W., Bhakta, S.G., Swerdlow, N.R., Brigman, J.L. & Young, J.W. (2021) Electrophysiological biomarkers of behavioral dimensions from cross-species paradigms. Translational Psychiatry, 11, 482

Cavanagh, J.F. (2019) Early Career Award 2018: Electrophysiology as a theoretical and methodological hub in the neural sciences. Psychophysiology, 56(2)

Cavanagh, J.F. & Frank, M.J. (2014) Frontal theta as a mechanism for cognitive control. Trends in Cognitive Science, 18(8), 414-421.

## Kristina Rewin Ciesielski

Associate Professor Education: Ph.D. Biological Brain Sciences, Nencki Institute of Experimental Biology, Polish Science Academy, Warsaw Research Area/s: Clinical Psychology, Cognition, Brain and Behavior

# **Research Interests:**

Clinical Psychology-Pediatric Neuroscience

# Profile

Strong empirical evidence pointing to the developmental and heritable/biological basis of anxiety disorders, including obsessive-compulsive disorder (OCD), provides the motive for my dual-track research program, with the main focus on brain networks underlying the top-down inhibitory control. One track examines the familial patterns of structural and functional connectivity of dorsal and ventral visual networks engaged in top-down inhibitory control during the course of healthy development, using working memory and functional resting-state paradigms. The other track characterizes structural and functional deviation of visual networks connectivity in adults and children with OCD, and in those with high-risk for the disorder. I use neuropsychology and combined brain imaging technology (MEG, ERP, MRI, fMRI, DSI) in collaboration with the MGH/MIT/HMS Martinos Center for Biomedical Imaging at Massachusetts General Hospital in Boston. The ultimate aim of my research is to identify a heritable functional and structural pattern of neural connectivity in OCD that will help to refine the neurodevelopmental model of the disease and to inform future efforts for neuroimaging-inspired strategies of early preventive intervention.

# **Selected Publications:**

Solis I, Serna L, Stephen JM, Ciesielski KTR. Early Behavioral Markers of Anxiety and Reduced Frontal Brain Alpha May Predict High Risk for Bullying Victimization. Child Psychiatry & Human Development, https://doi.org/10.1007/s10578-022-01372-1, 2022.

Ciesielski KTR, Bouchard C, Solis I, Coffman BA, Tofighi D, Pesko JC. Posterior brain sensorimotor recruitment for inhibition of delayed responses in children. Experimental Brain Research. 239: 3221 -3242, 2021

Solis I, Janowich J, Candelaria-Cook F, Collishaw W, Wang YP, Wilson TW, Calhoun VD, Ciesielski KTR, Stephen JM. Frontoparietal network and neuropsychological measures in typically developing children. Neuropsychologia. Aug 20;159:107914. PubMed PMID: 3411950; 2021.

Ciesielski KTR, Stern ME, Diamond A, Khan S, Busa EA, Goldsmith TE, van der Kouwe A, Fischl B, Rosen BR. Maturational Changes in Human Dorsal and Ventral Visual Networks. Cerebral Cortex, 5131-5149, 2019.

Ciesielski KTR and Stephen JM. Brain Dynamics in Pediatric MEG. Chapter In: Springer Nature Switzerland AG S. (Supek, C. J. Aine eds.), Magnetoencephalography, doi.org/10.1007/978=3=319-62657-4-88 pages 1037, 2019.

Ciesielski KTR, Rauch SL, Ahlfors SP, Vangel ME, Wilhelm S, Rosen BR, Hämäläinen MS. Role of Medial Cortical Networks for Anticipatory Processing in Obsessive-Compulsive Disorder. Human Brain Mapping, 33:2125–2134, 2012.

Ciesielski KT, Rowland LM, Harris RJ, Kerwin AA, Reeve A, Knight JE. Increased anterior brain activation to correct responses on high-conflict Stroop task in obsessive–compulsive disorder. Clinical Neurophysiology, 122: 107-113, 2011.

Ciesielski KT, Ahlfors, SP, Bedrick, EJ, Kerwin AA, Hämäläinen MS. Top-down control of MEG alpha-band activity in children performing Categorical N-Back Task. Neuropsychologia, 48: 3573–79, 2010.

Ciesielski KT, Hämäläinen SM, Geller DA, Wilhelm S, Goldsmith TE, Ahlfors SP. Dissociation between MEG Alpha Modulation and Performance Accuracy on Visual Working Memory Task in Obsessive-Compulsive Disorder. Human Brain Mapping, 28: 1401-1414, 2007.

Ciesielski KT, Lesnik PG, Savoy RL, Grant EP, Ahlfors SP. Developmental Neural Networks in Children Performing a Categorical N-Back Task. NeuroImage, 33: 980-990, 2006.

Benjamin Clark Associate Professor Research Area/s: Cognition, Brain and Behavior, Evolution and Development Education: Ph.D., Dartmouth College Lab Website

### **Research Interests:**

- Developmental alcohol exposure and spatial navigation
- Neurobiology of spatial navigation and memory
- Alzheimer's disease and spatial navigation

## **Profile:**

My research primarily studies the impact of alcohol exposure on developing neural circuits involved in spatial navigation and memory. Our lab uses a combination of neuroscience techniques to study the neurobiology of spatial navigation and memory, including in vivo electrophysiology and manipulation of neural circuitry.

## Selected Publications

Osterlund Oltmanns JR, Schaeffer EA, Goncalves Garcia M, Donaldson TN, Acosta G, Sanchez LM, Davies S, Savage DD, Wallace DG, **Clark BJ**. (2022). Sexual dimorphisms in the effects of prenatal alcohol exposure on the organization of open field behavior. *Alcoholism: Clinical and Experimental Research*. 46:861-875.

Harvey RE, Berkowitz LE, Savage DD, Hamilton DA, Clark BJ. (2020). Altered hippocampal place cell representation and theta rhythmicity following moderate prenatal alcohol exposure. *Current Biology*. 30(18):3556-3569.

Sanchez LM, Goss J, Wagner J, Davies S, Savage DD, Hamilton DA, **Clark BJ**. (2019). Moderate prenatal alcohol exposure impairs performance in an object-place paired-associate task. *Behavioural Brain Research*. 360:228-234.

**Clark BJ**, Simmons CM, Berkowitz LE, Wilber AA. (2018). The retrosplenial-parietal network and reference frame coordination for spatial navigation. *Behavioral Neuroscience*. 132:416-429.

**Clark BJ**, Harvey RE. (2016). Do the anterior and lateral thalamic nuclei make distinct contributions to spatial representation and memory? *Neurobiology of Learning and Memory*. 133:69-78.

### Vincent P. Clark

Professor Director Psychology Clinical Neuroscience Center (PCNC) Education: Ph.D., University of California, San Diego <u>Lab Website</u> <u>Curriculum vitae</u> Research Area/s: Cognition, Brain and Behavior

Dr. Clark utilizes neuroimaging (EEG, MEG, fNIRS and MRI including fMRI, ASL, DTI/DSI and MRS) and brain stimulation/neuromodulation, including electrical (tDCS/tACS/tRNS/TES), magnetic (TMS), light (tPBM), ultrasound (TUS and fTUS) and closed-loop audible acoustic modalities for stimulation, as well as other methods to examine hypotheses regarding the mechanisms of attention, perception and memory and how these processes are altered in patients with neuropsychiatric illnesses. His current research interests include three major areas: 1) The application of neuroimaging for the study of healthy cognition and for the diagnosis of neurological and psychiatric disorders.; 2) The development of novel treatment modalities for these disorders.; 3) The development of neuromodulation techniques for cognitive enhancement in healthy volunteers. He currently has 121 publications (107 peer-reviewed) with an H-index of 43 (M of 1.4) and average annual citation percentile of 83% in Web of Science and over 15,000 citations in Google Scholar, with an H of 58 (M of 1.8), and an i10 of 98 and H of 39 since 2018. He has helped to acquire over \$112 million in extramural funding, with over half (\$70 million) of these projects active within the last 5 years, acquiring and/or managing approximately \$45 million of this as PI, co-PI or Scientific Director. He has developed several new technologies currently used in cognitive neuroscience, including the imaging of cortical laminar architecture in-vivo with MRI, and randomized task designs for fMRI studies, which were summarized in an invited article for an issue of NeuroImage commemorating the 20th anniversary of fMRI (63). They found many useful applications for neuromodulation, including increasing learning and memory in both young adults by a factor of 2 to 4 times across studies, and recently have found over 10 times improvement in older adults with mild dementia. He has been quoted or his research described in a wide variety of popular media, including Nature, Science, The New Yorker, The New York Times, The Economist, The Atlantic, Psychology Today, Wall Street Journal, Scientific American, Forbes, NPR and NPR Morning Edition, BBC, Radio Sputnik, ABC Nightline, and podcasts such as Smart Drug Smarts and other media outlets in the US and internationally. Their paper focusing on memory enhancement using closed-loop tACS during sleep (Ketz et al. 2018) has an Altmetric attention score of 482, ranking in the top 1% compared to outputs of the same age. His research focusing on the use of novel methods to treat brain and mental illness led to a TEDx talk, and an invited hour-long lecture at UC Davis that has received approximately100K views on YouTube to date.

Dr. Clark has chaired several educational scientific meetings here in Albuquerque, including a workshop entitled Imaging Neuroinflammation and Neuropathic Pain leading to a special issue of the Journal of NeuroImmune Pharmacology that he co-edited. He was elected Education Chair by his peers for the Organization for Human Brain Mapping, where he helped to organize courses for approximately 1500 attendees in Melbourne, San Francisco and Barcelona. His service interests have focused on facilitating cognitive neuroscience research and education locally, nationally and internationally. Locally, he has focused on developing and supporting neuroimaging and neuromodulation research infrastructure, which barely existed when he was recruited to UNM in 2002 to help build and organize the Mind Research Network (www.mrn.org). As Scientific Director, he helped to purchase, organize and manage its research infrastructure, including an HD-EEG suite, an Illumina genome system, 2 MEGs and 3 MRIs with numerous upgrades, including the first mobile MRI capable of functional imaging, and extensive data processing resources. Extramural funding increased from less than \$500,000 (and \$7 million in debt) to more than \$20 million, with over 300 employees and volunteers. I recently served as interim PI of the COBRE Phase III: Multimodal Imaging of Neuropsychiatric Disorders (MIND), P30GM122734 based at MRN, with a \$6.5 million, 5 year budget. He previously served as Area Head for the UNM Graduate Program in Cognition, Brain and Behavior, and as Chair of the Junior Promotion and Tenure Committee for College of Arts and Sciences. In addition, he served as Handling Editor for NeuroImage and currently serve as Associate Editor for Aperture Neuro, a new journal established by the Organization for Human Brain Mapping, and Handling Editor for

Brain Sciences and Frontiers in Human Neuroscience, and serves on the Editorial Boards of Human Brain Mapping, and Brain Stimulation. He is also the founding Director of the Psychology Clinical Neuroscience Center (pcnc.unm.edu), a 10,000 s.f. facility with 4 HD-EEG labs, 3 neuromodulation labs, data processing, meeting rooms, testing rooms and lab space supporting 10 PIs and over 120 faculty, staff, volunteers and trainees. Finally, he conceived of and is the founding Chair of the Brain Stimulation and Imaging Meeting (BrainSTIM, brainstimmeeting.org), held eight times since 2015 in Honolulu, Geneva, Vancouver, Singapore, Rome, and Helsinki (online in 2020 and again in-person June 2023).

## **Selected Publications**

Jones AP, Bryant NB, Robert BM, Mullins TS, Trumbo MCS, Ketz NA, Howard MD, Pilly PK, Clark VP. (2023). Closed-loop tACS delivered during slow-wave sleep reduces retroactive interference on a paired-associates learning task. Brain Sciences, 13(3):468. https://doi.org/10.3390/brainsci13030468

Robert, B, Jones, A, Mullins, TS, Trumbo, M, Ketz, NA, Howard, MD, Pilly, PK, Clark, VP. (2022). Closed-loop transcranial alternating current stimulation of slow wave oscillations during sleep reduces declarative learning the next day. Brain Stimulation, 15(6):1565-1566. https://doi.org/10.1016/j.brs.2022.12.002

Gibson, BC, Claus, ED, Sanguinetti, J, Witkiewitz, K, Clark, VP (2022). A review of functional brain differences predicting relapse in substance use disorder: Actionable targets for new methods of noninvasive brain stimulation. Neuroscience and Biobehavioral Reviews, 141: in press.

Gibson, BC, Vakhtin, A, Clark, VP, Abbott, CC, Quinn, DK. (2022). Revisiting hemispheric asymmetry in mood regulation: Implications for rTMS for major depressive disorder. Brain Sciences, 12:112.

Jones, AP, Goncalves-Garcia, M, Gibson B, Trumbo, MCS, Coffman, BA, Robert, B, Gill, HA, Mullins, T, Hunter, MA, Robinson, CSH, Combs, A, Khadka, N, Bikson, M, Clark, VP. (2021). Investigating the brain regions involved in tDCS-Enhanced category learning using finite element modeling. Neuroimage: Reports, 1, 100048.

Adair, D, Truong, D, Esmaeilpour, Z, Gebodh, N, Borges, H, Hoa, L, Bremner, JD, Badran, BW, Napadow, V, Clark, VP, Bikson, M. (2020). Electrical stimulation of cranial nerves in cognition and disease. Brain Stimulation, 13(3):717-750.

Gibson, BC, Mullins, TS, Heinrich, MD, Witkiewitz, K, Yu, AB, Hansberger, JT, Clark, VP. (2020). Transcranial direct current stimulation facilitates category learning. Brain Stimulation, 13:393-400.

Sarah Erickson Associate Professor Associate Chair-Graduate Program Area Head: Health Psychology Education: Ph.D., Stanford University, 1994 <u>Lab Website</u> <u>Curriculum vitae</u> Research Area/s: Clinical Psychology, Health Psychology

### **Research Interests:**

- Pediatric Psychology
- Infant/toddler/preschooler mental health associated with maternal parenting practices in pediatric samples
- Emotion regulation in children born very low birth weight

- Disordered eating and body image concerns in preadolescent girls
- Mother-daughter relationship qualities that protect preadolescent girls from body dissatisfaction
- Children's adaptation to chronic illness
- Family functioning and quality of life in pediatric chronic illness populations

Dr. Erickson conducts research within Pediatric Psychology. The unifying theme of her interests is coping, a multidimensional, transactional process concerning how children and families manage stress. Her research program includes three primary foci: (1) an attachment theory-based investigation of infant/toddler developmental outcomes associated with maternal parenting practices in pediatric samples. Specifically, with infants born very low birth weight (VLBW), an at-risk population, she has investigated infant-mother interactions and emotion regulation; the impact of ethnicity on the relationship between maternal flexibility and toddler developmental outcomes; the nature of dysregulation in this population; object permanence characteristics that underlie early working memory; the association of maternal scaffolding with emotion regulation and cognitive and executive functioning outcomes; the role of perinatal medical variables in predicting executive functioning outcomes; and the association between cortisol and affective responses to a stressor paradigm. Much of this research has involved comparing a VLBW sample with a normal birth weight (NBW) sample, and has spanned infant, toddler, and preschool developmental periods. (2) Her second area of interest addresses children's adaptation to chronic illness. This study of adaptation incorporates both trauma spectrum and quality of life theoretical models in understanding the long term adjustment of children with chronic illness (pediatric cancer survivors, pediatric traumatic brain injury) and their families. For pediatric cancer survivors, she has focused on trauma spectrum adaptation, somatization, and the repressive adaptive personality style as a moderator of children's symptom reports. For pediatric traumatic brain injury, she has addressed self-reported quality of life and family functioning. (3) The third research area within pediatric psychology addresses disordered eating and body image concerns in preadolescent girls, including developmental considerations, the relationship of these constructs to broader psychological domains such as self-esteem, an investigation of ethnic differences, and the psychological and physiological stress response in recovering adolescent anorexic girls.

# **Selected Publications**

Erickson, S.J., Vaccaro, S., Kubinec, N., Moss, N., Rieger, R., Lowe, J., & Tofighi, D. (2022). Preliminary Longitudinal Evidence for Stability of Maternal Behavior and Infant Stress Regulation Among Infants Born Preterm at 4 and 9 Months During the Still Face Paradigm. Infant Behavior and Development, 68, 101745

Erickson, S.J., Dinces, S., Kubinec, N., & Annett, R. (2022). Pediatric cancer survivorship: Impact upon hair cortisol concentration and family functioning. Clinical Psychology in Medical Settings, 1-11.https://doi.org/10.1007/s10880-022-09858-9

Erickson, S.J., Kubinec, N., Vaccaro, S., Moss, N., Rieger, R., Rowland, A., & Lowe, J. (2021). The role of maternal interactive behavior and gestational age in predicting infant affect during the still face paradigm. Early Human Development. 163:105485. DOI: 10.1016/j.earlhumdev.2021.105485

Simmons, J., Smith, J.E., Erickson, S.J., & Warner, T. (2021). Minority Adolescent Health: A factor analytic approach towards conceptualizing reports of health behaviors and resilience from the New Mexico Youth Risk Resiliency Survey. Ethnicity and Health. https://doi.org/10.1080/13557858.2021.1925227

Vaccaro, S., Tofighi, D., Moss, N., Rieger, R., Lowe, J., Phillips, J., & Erickson, S. (2021). The association of infant temperament and maternal sensitivity in preterm and full term infants. Infant Mental Health Journal. 1-12. https://doi.org/ 10.1002/imhj.21915 Erickson, S.J., Hile, S., Kubinec, N., & Annett, R. (2020). Self-reported and parent reported functional impariment among pediatric cancer survivors and controls. Health and Quality of Life Outcomes, 18:142 https://doi.org/10.1186/s12955-020-01387-z

Lee, J., Steel, J., Roumelioti, M, Erickson, S.J., Myaskovsky, L., Yabes, J., Rollman, B, Weisbord, S., Unruh, M., & Jhamb, M. (2020). Psychosocial Impact of COVID-19 pandemic in patients with kidney failure on hemodialysis. Kidney360.

Erickson, S.J., Kubinec, N., Vaccaro, S., Moss, N., Rieger, R., Rowland, A., & Lowe, J. (2019). The association between maternal interaction adn infant cortisol stress reactivity among pre-term and full-term infants at 4 months adjusted age. Infant Behavior and Development, 57. https://doi.org/10.1016/j.infbeh.2019.101342

Erickson, S.J., Hile, S., Rieger, R., Moss, N., Dinces, S., & Annett, R. (2018). Association between Executive Function and Functional Impairment Among Pediatric Cancer Survivors and Controls. Archives of Clinical Neuropsychology, 1-11. https://doi.org/10.1093/arclin/acy079

Erickson, S.J., MacLean, P., Duvall, S., Tonigan, J.S., Ohls, R., & Lowe, J.R. (2018). Mother-Child Interactive Behaviors and Cognition in Preschoolers born Preterm and Full Term. Journal of Child and Family Studies.

Duvall, S., Erickson, S., MacLean, P., LaFavor, T., & Lowe, J. (2017). Multimodal Executive Function Measurement in Preschool Children Born Very Low Birth Weight and Full Term: Relationship Between Formal Measure Performance, Parent Report and Naturalistic Observational Coding. Journal of Child Neuropsychology. https://doi.org/10.1007/s40817-017-0047-y

Erickson, S.J., Gerstle, M., & Montague, E.Q. (2016). Posttraumatic Stress Symptom Concordance Between Adolescent Cancer Survivors and Their Parents' Proxy Report. Journal of Health Psychology, 1-10.

Smith, J.E., Erickson, S.J., Austin, J.L., Lash, D., & Winn, J. (2016). The Influence of Mother-Daughter Relationship Quality on Body Image and Disordered Eating in Preadolescent Girls. Journal of Child and Family Studies, 25, 2683-2694.

McLaughlin, E., Belon, K., Smith, J., & Erickson, S.J. (2015). Mothers' and Daughters' Beliefs about Factors Affecting Preadolescent Girls' Body Satisfaction. Body Image, 13, 9-17.

Lowe, J.R., Erickson, S.J., MacLean, P., Schrader, R., Olds, R., Duvall, S., & Duncan, A. (2014). Associations between maternal scaffolding and executive functioning in 3 and 4 year olds born preterm and full term. Early Human Development, 90(10), 587-593.

Duvall, S.W., Erickson, S.J., MacLean, P., & Lowe, J.R. (2014). Executive function and medical severity in preschoolers born very low birth weight. Journal of Child Neurology.

Hile, S., Erickson, S.J., Agee, B., & Annett, R. (2014). Parental stress predicts functional outcomes in pediatric cancer survivors. Psycho-Oncology.

Erickson, S.J., Duvall, S.W., Fuller, J., Schraeder, R., & Lowe, J.R. (2013). Differential associations between maternal scaffolding and toddler emotion regulation in toddlers born preterm and full-term. Early Human Development, 89, 699-704.

Erickson, S.J., MacLean, P., Qualls, C., & Lowe, J.R. (2013). Differential associations between infant affective and cortisol responses during the Still Face paradigm among infants born very low birth weight versus full-term. Infant Behavior and Development, 36(3): 359-68.

Erickson, S.J., Maclean, P.C., Duvall, S.W., & Lowe, J.R. (2013). Screening for dysregulation among toddlers born very low birth weight. Infants and Young Children, 26 (3): 213-224.

Erickson, S.J., Lowe, J.R., Bancroft, M.E., Montague, E.Q, & Maclean, P. (2012). Differential ethnic associations between maternal interactive behavior and toddler play sophistication among infants born very low birth weight. Infant Behavior and Development, 35, 860-869.

Lowe, J.R., Erickson, MacLean, P., Schrader, R., & S.J., Fuller, J. (2012). Association of Maternal Scaffolding to Maternal Education and Cognition in Toddlers Born Preterm and Term. Acta Paediatrica, 102, 72-77.

Lowe, J., Erickson, S.J., Duncan, A., & Schraeder, R. (2012). Bayley Scales 2nd Edition Compared to the 3rd Edition: Are we measuring the same thing? Acta Paediatrica, 101(2), 55-58.

Erickson, S.J., Montague, E., & Gerstle, M. (2010). Health related quality of life in children with moderate to severe traumatic brain injuries. Developmental Neurorehabilitation, 13(3), 175-181.

Lowe, J.R., Erickson, S.J., Maclean, P., & Montague, E. (2010). Cognitive Correlates in Toddlers Born Very Low Birth weight and Full-Term. Infant Behavior and Development, 33, 629-634.

Annett, R.D. & Erickson, S.J. (2009). Feasibility of a school re-integration program for children with acute lymphoblastic leukemia: Lessons learned. European Journal of Cancer Care, 18(4), 421-428.

Erickson, S.J. Hahn-Smith, A., & Smith, J.E. (2009). One step closer: understanding the complex relationship between weight and self esteem in ethnically diverse pre-adolescent girls. Journal of Applied Developmental Psychology, 30, 129-139.

Maclean, P., Erickson, S.J., & Lowe, J.R. (2009). Comparing emotional reactivity and regulation in infants born ELGA and VLGA. Infant Behavior and Development, 32, 336-339.

### Joshua Grubbs

Associate Professor Education: Ph.D., Case Western Reserve University <u>Personal Website</u> <u>Curriculum vitae</u> Research Area/s: Clinical Psychology

### **Research Interests:**

- Behavioral Addiction
- Gambling
- Compulsive Sexual Behavior
- Veteran's Health
- Internet Based Sexual Behavior

Dr. Grubbs is an Associate Professor at the University of New Mexico and an investigator at the Center on Alcohol, Substance use, And Addictions, where he studies compulsive sexual behavior disorder, gambling disorder, and personality traits. He is especially interested in the social construction of addiction and understanding what leads people feel out of control in their behavior. More simply, he studies how people come to think of themselves as having a behavioral addiction and why people might arrive at the conclusion that they have a behavioral addiction. Additionally, Dr. Grubbs is especially interested in veteran health and the experiences of U.S. Armed Forces veterans dealing with compulsive, excessive, or out-of-control behaviors.

### **Selected Publications**

Grubbs, J. B., Floyd, C. G., Griffin, K. R., Jennings, T. L., & Kraus, S. W. (2022). Moral incongruence and addiction: A registered report. Psychology of Addictive Behaviors, 36(7), 749–761. https://doi.org/10.1037/adb0000876

Grubbs, J. B., Floyd, C. G., & Kraus, S. W. (2023). Pornography Use and Public Health: Examining the Importance of Online Sexual Behavior in the Health Sciences. American Journal of Public Health, 113(1). https://doi.org/10.2105/AJPH.2022.307146

Grubbs, J. B., Hoagland, K. C., Lee, B. N., Grant, J. T., Davison, P., Reid, R. C., & Kraus, S. W. (2020). Sexual addiction 25 years on: A systematic and methodological review of empirical literature and an agenda for future research. Clinical Psychology Review, 82, 101925. https://doi.org/10.1016/j.cpr.2020.101925

Grubbs, J. B., & Kraus, S. W. (2021). Pornography Use and Psychological Science: A Call for Consideration. Current Directions in Psychological Science, 30, 096372142097959. https://doi.org/10.1177/0963721420979594

Grubbs, J. B., & Kraus, S. W. (2022). Symptoms of Problem Gambling Among U.S. Adults Who Wager on Sports. JAMA Network Open. https://doi.org/10.1001/jamanetworkopen.2022.39670

Grubbs, J. B., Perry, S. L., Wilt, J. A., & Reid, R. C. (2019). Pornography problems due to moral incongruence: An integrative model with a systematic review and meta-analysis. Archives of Sexual Behavior, 48(2), 397–415. https://doi.org/10.1007/s10508-018-1248-x

Grubbs, J. B., Wright, P. J., Braden, A. L., Wilt, J. A., & Kraus, S. W. (2019). Internet pornography use and sexual motivation: A systematic review and integration. Annals of the International Communication Association, 43(2), 117–155. <u>https://doi.org/10.1080/23808985.2019.1584045</u>

**Derek Hamilton** Professor Department Chair <u>Curriculum vitae</u> Research Area/s: Cognition, Brain and Behavior

### **Research Interests:**

- Behavioral and neurobiological consequences of prenatal ethanol exposure
- Neurobiology of learning and memory
- Social behavior
- Spatial navigation
- Synaptic plasticity and structural plasticity

Dr. Hamilton's research interests include two major topics: 1) the behavioral and neurobiological consequences of moderate prenatal alcohol exposure (PAE), and 2) the basic behavioral and neurobiological processes involved in mammalian spatial navigation. He utilizes a range of structural, electrophysiological, and immediate early gene expression techniques to address basic questions regarding the effects of PAE on neural plasticity, brain function, and behavior. Current work is focused on the consequences of moderate PAE on synaptic plasticity and glutamatergic signaling with an emphasis on frontal cortex circuitry underlying important behavioral consequences of PAE, including behavioral flexibility, spatial learning and memory, and social interaction. A second ongoing line of research in my laboratory is aimed at better understanding the basic behavioral and cognitive processes

involved in common laboratory tests of spatial learning and memory, including the Morris water task for rodents and the virtual Morris water task for humans, with the goal of advancing understanding of brain-behavior relationships in these and related tasks that are commonly used to study relationships between neural and behavioral/cognitive processes. His teaching interests include courses at the undergraduate and graduate levels on the neurobiology of behavior and fundamental processes involved in learning/memory, and the effects of drugs on brain plasticity and behavior. He is also closely involved in teaching and mentoring of students enrolled in the Psychology Honors program. Helping undergraduate students, graduate students, and postdoctoral fellows to become effective, independent researchers and advance to the next stage of their training or career is major goal of his mentoring efforts. His service interests include contributing to the University's research mission through Chairing the Institutional Animal Care and Use committee, which ensures compliance with federal law and regulations for research at UNM involving non-human animal species. He served as Chair for the Cognition, Brain, and Behavior (CBB) Area in the Department of Psychology from 2011-2017, which includes 13 faculty and 20-25 doctoral students. He also contributes broadly to the field by serving as a member on a National Institutes of Health grant review panel at the National Institute on Alcohol Abuse and Alcoholism, and serving as an officer for the Fetal Alcohol Spectrum Disorders Study Group, an international organization of scientists, providers, and students focused on better understanding the damaging effects of alcohol on the developing nervous system and pursuing treatment strategies.

### **Selected Publications**

Hamilton, D.A., Silasi, G., Magcalas, C.M., Pellis, S.M., & Kolb, B.E. (2020). Social and olfactory experiences modify neuronal morphology of orbital frontal cortex. Behavioral Neuroscience, 134, 59-68.

Frost, M.E., Peterson, V.L., Bird, C. W., McCool, B.A., & Hamilton, D. A. (2019). Effects of Ethanol Exposure and Withdrawal on Neuronal Morphology in the Agranular Insular and Prelimbic Cortices: Relationship to Withdrawal-Related Structural Plasticity in the Nucleus Accumbens. Brain Sciences, 9, 180.

Rodriguez, C. I., Davies, S., Calhoun, V., Savage, D.D., & Hamilton, D. A. (2016). Moderate prenatal ethanol exposure alters functional connectivity in the adult rat brain. Alcoholism: Clinical and Experimental Research, in press.

Hamilton, D.A., & Brigman, J.L. (2015). Behavioral flexibility in rats and mice: Contributions of distinct frontocortical regions. Genes, Brain, and Behavior, 14, 4-20.

Bird, C.W., Candelaria-Cook, F.T., Magcalas, C.M., Davies, S., Valenzuela, C.F., Savage, D.D., & Hamilton, D.A. (2015). Moderate prenatal alcohol exposure enhances GluN2B containing NMDA receptor binding and ifenprodil sensitivity in rat ventrolateral frontal cortex. PLoS ONE, 10(3):e0118721.

Hamilton, D.A., Barto, D., Rodriguez, C.I., Magcalas, C., Fink, B.C., Rice, J.P., Bird, C.W., Davies, S., & Savage, D.D. (2014). Effects of moderate prenatal ethanol exposure and age on social behavior, spatial response perseveration errors and motor behavior. Behavioural Brain Research, 269, 44-54.

Knierim, J.J., & Hamilton, D.A. (2011). Framing spatial cognition: Neural representations of proximal and distal reference frames and their role in navigation. Physiological Reviews, 91, 1245-1279.

Research Interests:

- Decision-Making
- Emotion & Motivation
- Mesocorticolimbic Function & Dysfunction

Dr. Hogeveen is a cognitive neuroscientist. Before starting as an Assistant Professor of Psychology at UNM in 2018, Jeremy trained across three countries including Canada (Wilfrid Laurier University, PI: Sukhvinder Obhi), the United Kingdom (Birkbeck College, PIs: Geoffrey Bird & Clare Press), and the United States (Northwestern University, PI: Jordan Grafman; University of California–Davis, PI: Marjorie Solomon). His research investigates the cognitive and affective neuroscience of psychopathology. Specifically, his primary interests focus on the neural circuits underlying emotional awareness, motivated decision making, and cognitive control in both healthy and pathological populations.

Dr. Hogeveen directs the Cognitive & Affective Neuroscience of Psychopathology (CANoPy) Lab where they investigate the mechanisms underlying human emotion and motivated decision making. Their approach merges cognitive psychology, brain stimulation, and brain imaging, and they work closely with clinicians to design experiments of direct relevance for understanding and treating acquired and developmental brain disorders. Three main goals in their lab:

- To understand how the brain makes decisions in normal situations.
- To study how problems with the brain's decision-making circuits can lead to psychiatric and neurological disorders.
- To explore ways to use noninvasive brain stimulation to change these circuits.

To achieve these goals, they use techniques like brain scanning with fMRI, a type of imaging, and transcranial magnetic stimulation (TMS) to (noninvasively) stimulate the brain. They also use advanced quantitative methods such as computational models to understand how the brain works during different tasks. The main purpose of his work is to better understand the neural bases of common symptoms underlying psychiatric and neurological disorders. This knowledge will help develop targeted treatments using TMS and other methods to change neural circuits and improve mental health.

# **Selected Publications**

Hogeveen, J., Medalla, M., Ainsworth, M., Galeazzi, J. M., Hanlon, C. A., Mansouri, F. A., & Costa, V. D. (2022). What does the frontopolar cortex contribute to goal-directed cognition and action? Journal of Neuroscience, 42, 8508-8513.

Hogeveen, J., Mullins T. S., Romero, J., Eversole, E., Rogge-Obando, K., Mayer, A. R., & Costa, V. D. (2022). The neurocomputational bases of explore-exploit decision making. Neuron, 110, 1869-1879.

Hogeveen, J., et al. (2021). Ventromedial prefrontal-anterior cingulate hyperconnectivity and resilience to apathy in traumatic brain injury. Journal of Neurotrauma, 38, 2264-2274.

Hogeveen, J., Kruger, F., & Grafman, J. (2021). Association between alexithymia and impaired reward valuation in patients with fronto-insular damage. Emotion, 21, 137-147.

Mullins, T. S., Campbell, E. M., & Hogeveen, J. (2020). Neighborhood deprivation shapes motivational neurocircuit recruitment in children. Psychological Science, 31, 881-889.

## Margo Hurlocker

Assistant Professor Education: PhD University of Southern Mississippi, 2017 Lab Website Curriculum vitae Research Area/s: Clinical Psychology, Health Psychology

Research Interests:

- Health Risk Behaviors, particularly those leading to chronic health conditions
- Prevention practices for substance use disorder comorbidity
- Implementation strategies to improve the healthcare system

## **Profile:**

Dr Hurlocker's research has primarily focused on the examination of antecedents and consequences of substance use disorder comorbidity, with an emphasis on harm reduction, brief interventions, and implementation science to help prevent and treat mental and related physical health conditions. More specifically, her program of research is organized in two related areas: her clinical research is focused on developing prevention interventions that target multiple influences of behavioral health conditions, and my implementation research is focused on improving the healthcare system using novel methods to study implementation strategies and mechanisms. She is also a licensed clinical psychologist and has expertise in the development, evaluation, and dissemination of motivational interviewing for substance misuse. Her recent research has focused on the utility of stand-alone ("pure") motivational interviewing at intake for individuals seeking outpatient addiction treatment services.

## **Selected Publications**

Hurlocker, M. C., Carlon, H., Pearson, M. R., & Hijaz, D. (2023). Trajectories of change in subclinical anxiety and alcohol use during treatment: A parallel process growth model. Drug and Alcohol Dependence, 246, 109838.

Hurlocker, M. C., Madson, M. B., Lui, P., Dvorak, R., Ham, L. S., Leffingwell, T., Looby, A., Meier, E., Montes, K., Napper, L. E., Prince, M. A., Skewes, M., Zamboanga, B. L., & Harm Reduction Research Team. (2022). Mental health risk profiles and related substance use during the coronavirus pandemic among college students who use substances. International Journal of Mental Health and Addiction. https://doi.org/10.1007/s11469-022-00813-1.

Hurlocker, M. C., Moyers, T. B., & Houck, J. (2021). Can a pure motivational interviewing intervention be manualized and still efficacious? A test of feasibility and initial efficacy. Psychotherapy, 58(2), 196-205.

Hurlocker, M. C., Madson, M. B., & Schumacher, J. A. (2020). Motivational interviewing quality assurance: A systematic review of assessment tools across research contexts. Clinical Psychology Review, 82,

### Kent Kiehl

Professor Education: Ph.D., University of British Columbia, 2000 Personal Website Lab Website Curriculum vitae Research Area/s: Cognition, Brain and Behavior

### **Research Interests:**

- Development of Behavior Prediction Models: Utility of brain structure and function in predicting outcomes such as recidivism, treatment success, and relapse to substance use. Effectively predicting complex behavioral outcomes such as recidivism might prove to be a key factor in choosing appropriate intervention strategies based on physical characteristics of the brain and its function.
- Psychopathy (aka psychopathic personality): Assessment of psychopathy using self-report, caregiver/collateral informant reports, expert-rater devices (i.e., Hare Psychopathy Checklist-Revised (Hare PCl-R)). - Training Clinicians/Students to use the Hare Psychopathy Checklist-Revised - Implications of psychopathy for the legal system (i.e., recidivism, treatment outcomes, risk assessments) - Treatment for psychopathy - Neuroscience of psychopathy
- Cognitive Neuroscience Utility of neuroimaging techniques to inform psychiatric illnesses (i.e., schizophrenia, bipolar disorder, PTSD, traumatic brain injury, ADHD) Methods of Cognitive Neuroscience Training students/clinicians in neuroimaging methods
- Neuroscience and Law State and Federal Judge education on Neuroscience and/or Psychopathy and/or Schizophrenia Legal consultant on cases of neuroscience and/or psychopathy in the legal system
- Cetacean Cognition using EEG/brain waves to assess cognitive function in dolphins and whales

## **Profile:**

Dr. Kiehl's laboratory has worked diligently along with correctional facilities in New Mexico and beyond to establish the world's largest database of brain data from incarcerated populations. They utilize a state of the art mobile scanning unit which can be deployed to remote locations, reaching populations for which functional brain imaging might otherwise be impossible or severely impractical. These resources and relationships have been instrumental in the investigation of mental health issues that are particularly prevalent in those who are incarcerated, including psychopathy, antisocial personality disorder, substance abuse, and externalizing disorders. They maintain several ongoing projects with an overall goal of achieving a better understanding of the interaction between brain function, genetics, and environmental factors ultimately informing improved interventions and prevention strategies and promoting better mental health as a whole.

### **Selected Publications**

Kiehl, K.A., Anderson, N.E., Aharoni, E., Maurer, J.M., Harenski, K.A., Rao, V., Claus, E.D., Harenski, C., Koenigs, M., Decety, J. & Kosson, D., 2018. Age of gray matters: Neuroprediction of recidivism. *NeuroImage: Clinical, 19,* 813-823.

Crooks, D., Anderson, N. E., Widdows, M., Petseva, N., Koenigs, M., Pluto, C., & Kiehl, K. A. (2018). The relationship between cavum septum pellucidum and psychopathic traits in a large forensic sample. *Neuropsychologia*, *112*, 95-104.

Edwards, B. G., Ermer, E., Salovey, P., & Kiehl, K. A. (2018). Emotional intelligence in incarcerated female offenders with psychopathic traits. *Journal of Personality Disorders*, 1-24.

Steele, V.R., Maurer, J.M., Arbabshirani, M.R., Claus, E.D., Fink, B.C., Rao, V., Calhoun, V.D. & Kiehl, K.A., 2018. Machine learning of functional magnetic resonance imaging network connectivity predicts substance abuse treatment completion. *Biological Psychiatry: Cognitive Neuroscience and Neuroimaging, 3*, 141-149.

Vincent, G. M., Cope, L. M., King, J., Nyalakanti, P., & Kiehl, K. A. (2018). Callous-unemotional traits modulate brain drug craving response in high-risk young offenders. *Journal of Abnormal Child Psychology*, *46*(5), 993-1009.

Calhoun, V.D., Wager, T.D., Krishnan, A., Rosch, K.S., Seymour, K.E., Nebel, M.B., Mostofsky, S.H., Nyalakanai, P. & Kiehl, K., 2017. The impact of T1 versus EPI spatial normalization templates for fMRI data analyses. *Human Brain Mapping, 38,* 5331-5342.

Thijssen, S., & Kiehl, K. A. (2017). Functional connectivity in incarcerated male adolescents with psychopathic traits. *Psychiatry Research: Neuroimaging*, *265*, 35-44.

Vergara, V. M., Mayer, A. R., Damaraju, E., Kiehl, K. A., & Calhoun, V. (2017). Detection of mild traumatic brain injury by machine learning classification using resting state functional network connectivity and fractional anisotropy. *Journal of Neurotrauma*, *34*(5), 1045-1053.

Gaudet, L. M., Kerkmans, J. P., Anderson, N. E., & Kiehl, K. A. (2016). Can neuroscience help predict future antisocial behavior? *Fordham L. Rev.*, *85*, 503.

Aharoni, E., Vincent, G. M., Harenski, C. L., Calhoun, V. D., Sinnott-Armstrong, W., Gazzaniga, M. S., & Kiehl, K. A. (2013). Neuroprediction of future rearrest. *Proceedings of the National Academy of Sciences*, *110*, 6223–6228.

Geoffrey Miller Associate Professor Education: Ph.D., Stanford University, 1993 <u>Curriculum vitae</u> Research Area/s: Evolution and Development

## **Research Interests:**

- Evolutionary psychology, human nature, sexual selection, mutual mate choice, ovulatory cycle effects, mental fitness indicators (creativity, humor, art, music, moral virtues)
- Behavior genetics, psychometrics, individual differences, intelligence, personality traits, mental disorders
- Applied evolutionary psychology: Consumer behavior, market research, behavioral economics, virtuesignaling, consulting, policy, and evolutionary medicine
- Popular science outreach through books, articles, blogs, podcasts, social media, museum exhibitions
- Effective Altruism: longtermism, existential risks, AI alignment

### **Profile:**

Dr. Miller works on the evolutionary psychology of human sexuality, mate choice, mating intelligence, and consumer behavior. He focuses on how human mental traits (including language, intelligence, creativity, music, art, humor, moral virtues, and mental health) function as reliable fitness-indicators in social and sexual interactions. His research methods have included lab experiments, surveys, field studies, archival data analysis, psychometrics, twin studies, molecular genetics, market research, and evolutionary computer simulations. He is also dedicated to the public understanding of science, and has published three popular science books (*The Mating Mind, Spent*, and *Mate*). He is a Fellow of the Association for Psychological Science, and won the 2008 Ig Nobel Prize in Economics.

**Theresa Moyers** Professor BAC Program Advisor Education: Ph.D., Clinical Psychology, University of New Mexico <u>Curriculum vitae</u> Research Area/s: Clinical Psychology

### **Research Interests:**

- Mechanisms of action in behavioral treatments for substance use
- Therapist interpersonal skills
- Optimal methods for training and disseminating behavioral treatments

## **Profile:**

Dr. Moyer's research focuses on the active mechanisms in empirically-based addictions treatments, particularly motivational interviewing. Specifically, she is interested in exploring client language during MI sessions and its possible influence on substance use outcomes. In addition, her research explores so called "common" factors, such as empathy, as possible explanations for the effectiveness of treatments. She is also interested in how complex empirically-based treatments like MI to frontline addictions treatment providers is taught.

## **Selected Publications**

Forman, D. P., **Moyers, T. B**., & Houck, J. M. (2022). What can clients tell us about whether to use motivational interviewing? An analysis of early-session ambivalent language. Journal of Substance Abuse Treatment, 132. https://doi.org/10.1016/j.jsat.2021.108642

Forman, D.P. & **Moyers, T. B**. (2021). Should therapists choose a direction for their clients? Motivational interviewing trainers are ambivalent. *Alcoholism Treatment Quarterly, 39(4),* 446-454. https://doi.org/10.1080/07347324.2020.1858732

Villarosa-Hurlocker, M. C., & **Moyers, T. B**. (2021). Can a pure motivational interviewing intervention be manualized and still efficacious? A test of feasibility and initial efficacy. *Psychotherapy, 58(2),* 196-205. https://psycnet-apa-org.libproxy.unm.edu/doi/10.1037/pst0000309

Frey, A., Lee, J., Small, J., Sibley, M., Owens, J., Skidmore, B.D., Johnson, L., Bradshaw, C.P. & Moyers, T. B. (2021). Mechanisms of Motivational Interviewing: A Conceptual Framework to Guide Practice and Research. *Prevention Science*, *22*, 689 - 700. https://doi.org/10.1007/s11121-020-01139-x

Hodorowicz, M.T., Barth, R., **Moyers, T. B**. & Strieder, F. (2020). A randomized controlled trial of two methods to improve motivational interviewing training. *Research on Social Work Practice*, 30(4), 382-391. DOI:10.1177/1049731519887438

Forman, D.P. & **Moyers**, T.B. (2019). With odds of a single session, Motivational Interviewing is a good bet. *Psychotherapy*, *56(1)*, 62-66. http://dx.doi.org/10.1037/pst000019

Nathan S. Pentkowski Associate Professor Education: Ph.D. University of Hawaii at Manoa <u>Lab Website</u> <u>Curriculum vitae</u>

Research Area/s: Cognition, Brain and Behavior

## **Research Interests:**

- Neurobiology of drug addiction, including cocaine, amphetamines, alcohol, and nicotine
- Behavioral and neurobiological consequences of adolescent exposure to nicotine, ethanol, and cocaine

- Social influences on drug self-administration and relapse, including prosocial interactions and chronic social stress
- Neurobiology of anxiety and fear related defensive behaviors
- Examining serotonin (e.g., 5-HT1B, 5-HT2C, 5-HT2A) and corticotropin-releasing factor (CRF1) receptors as novel targets for treating drug addiction and affective disorders
- Changes in microRNA expression following exposure to chronic social stress and drugs of abuse.
- Role of stress systems in modulating depressive- and anxiety-like behaviors in rodent transgenic models of Alzheimer's disease.
- Selective manipulation of mesocorticolimbic structures using viral-mediated gene transfer and DREADD technology

Dr. Pentkowski's Research in his laboratory is aimed at elucidating the neurobiological mechanisms underlying drug abuse and anxiety disorders, with a particular emphasis on the critical role of chronic stress in the etiology of these highly comorbid neuropsychiatric disorders. To address these goals, he utilizes animal models of predatory threat to examine anxiety- and fear-like defensive behaviors, and conditioned place preference and operant self-administration to study aspects of drug abuse. In combination with thorough behavioral assessment, his laboratory uses various neuroscience techniques to map brain circuits controlling behavioral responsivity. These methods include chemogenetic approaches to silence or excite brain cells in live behaving rodents, as well as the combined use of immediate early gene expression and receptor quantification to identify stressinduced changes in neural activity and plasticity in animals engaged in active defensive responses, or drug seeking or drug self-administration. A related goal of his research program is to identify biological markers involved in these neuropsychiatric disorders in order to evaluate potential pharmacological treatments and/or preventative measures.

His neurobiological research critically involves the work of dedicated graduate students and undergraduate research assistants. Currently, four graduate students in his laboratory are pursuing their doctoral degrees in the Psychology Department's Cognition, Brain and Behavior concentration. During his tenure at UNM, he has mentored sixteen undergraduate research assistants in his laboratory, six of which have matriculated into graduate programs in psychology or medical school. Two of his major goals for his undergraduate and graduate teaching is to stimulate student interest in pursuing biomedical careers in psychology and neuroscience, and to recruit highly motivated students to join his research program. He regularly teaches several undergraduate and graduate courses in the Department of Psychology, including Psychopharmacology: Drugs and Behavior (PSY347 and PSY547), Neurobiology of Addiction (PSY 450/650), Molecular Psychiatry (PSY 450/650) and Biological Bases of Behavior (PSY 540). He has focused his departmental service on fostering student satisfaction and success in the graduate program, disseminating diverse knowledge in psychology and neuroscience, and maximizing the productivity of our preclinical facilities. For the past seven years he has served on the departmental Faculty/Student Idea Exchange Committee, the Colloquia and PAL Committee, and the Animal Facilities and Use Committee. During the Fall 2017 semester he joined the Department of Psychology Alumni Advisory Committee to work with distinguished alumni to help the department grow and continue to meet the needs of graduate students and faculty. Lastly, to help support animal research at UNM, he served on the UNM main campus Institutional Animal Care and Use Committee (IACUC) since 2019.

## **Selected Publications**

- Pentkowski NS, Litvin Y, Blanchard DC and Blanchard RJ (2018). Effects of predator odor on unconditioned and conditioned defensive behaviors in female Long-Evans rats. Physiology & Behavior, 194, 41-47.
- Pentkowski NS, Berkowitz L, Olguin C and Clark BJ (2018). Anxiety-like behavior as an early endophenotype in the TgF344-AD rat model of Alzheimer's disease. Neurobiology of Aging, 61, 169-76.
- \*Bastle RM, \*Oliver RJ, Gardiner AS, Pentkowski NS, Bolognani F, Allan AM, Chaudhury T, St. Peter M, Galles N, Smith C, Neisewander JL and Perrone-Bizzozero NI (2018). In silico identification and in vivo validation of miR-495 as a novel regulator of motivation for cocaine that targets multiple addiction related networks in the nucleus accumbens. Molecular Psychiatry, Epub ahead of print, doi:10.1038/mp.2016.238.

- Der-Ghazzarian TS, Call T, Scott SN, Dai K, Brunwasser SJ, Noudali SN, Pentkowski NS and Neisewander JL (2017). Effects of a 5-HT1B receptor agonist on locomotion and reinstatement of cocaine-conditioned place preference after abstinence from repeated injections in mice. Frontiers in Systems Neuroscience, 11:73. doi: 10.3389/fnsys.2017.00073.
- Rodriguez CI, Magcalas CM, Barto D, Fink BC, Rice JP, Bird CW, Davies S, Pentkowski NS, Savage DD and Hamilton DA (2016). Effects of sex and housing on social, spatial, and motor behavior in adult rats exposed to moderate levels of alcohol during prenatal development. Behavioural Brain Research, 313, 233-43.
- Pockros-Burgess LA, Pentkowski NS, Der-Ghazarian T and Neisewander JL (2014). Effects of the 5-HT2C receptor agonist CP809101 in the amygdala on reinstatement of cocaine-seeking behavior and anxiety-like behavior. International Journal of Neuropsychopharmacology, 17, 1751-62.
- Pentkowski NS, Harder BG, Brunwasser SJ, Bastle RM, Peartree NA, Yanamandra K, Adams MD and Neisewander JL (2014). Pharmacological evidence for an abstinence-induced switch in 5-HT1B receptor modulation of cocaine self-administration and cocaine-seeking behavior. ACS Chemical Neuroscience, 19, 168-76.

Tania Reynolds Assistant Professor Education: PhD, Florida State University <u>Personal Website</u> <u>Curriculum vitae</u> Research Area/s: Evolution and Development

### **Research Interests:**

- Women's intrasexual competition and cooperation
- Biases in social and moral evaluations
- Social and sexual selection
- Life history theory

## **Profile:**

Dr. Tania Reynolds received her PhD in Social Psychology at Florida State University. After, she worked as a postdoctoral researcher at the Kinsey Institute, Indiana University.

Her research applies an evolutionary lens to examine social behavior and cognition. Her work examines how people compete to attract and retain social and romantic partners, and how these pressures may differ among men and women. Specifically, she has investigated how pressure to attract romantic partners contributes to women's competitive gossip and body dissatisfaction. Her work has examined how men's involvement in ancestral warfare contributes to male anti-gay bias. That is, men may be using one another's sexual orientation as a proxy for the traits advantageous in physical combat. In work funded by the NSF, Dr. Reynolds examined how women's reproductive hormones (e.g., progesterone) correspond to their social anxiety. This link may suggest the hormone progesterone promotes interpersonal vigilance to prepare socially for the demands of pregnancy. Her work also examines how gender stereotypes of men as perpetrators and women as victims undermine concern for male suffering.

## **Selected Publications**

**Reynolds, T.,** Howard, C., Sjastad, H., Okimoto, T., Baumeister, R. F., Aquino, K., & Kim, J. (in press). Man up and take it: Gender bias in moral typecasting. *Organizational Behavior and Human Decision Processes*<sub>340</sub>

**Reynolds, T.,** Zhu, L., Aquino, K., & Strejcek, B. (in press). Dual pathways to bias: Evaluators' ideology and *ressentiment* independently predict racial discrimination in hiring contexts. *Journal of Applied Psychology*.

**Reynolds, T.**, Boutwell, B. Shackelford, T. K., Weekes-Shackelford, V. A., Nedelec, J., Beaver, K. M. & Abed, M. G. (2020) Child mortality and parental grief: An evolutionary analysis. *New Ideas in Psychology*, *59*, 100798.

**Reynolds, T.**, Baumeister, R. F., & Maner, J. K. (2018). Competitive reputation manipulation: Women transmit romantic rivals' social information strategically. *Journal ofExperimental Social Psychology*, 78, 195-209. **\*Open Data** 

**Reynolds, T.**, Makhanova, A., McNulty, J. K., Eckel, L. A., Nikonova, L., & Maner, J. K. (2018). Progesterone and women's interpersonal anxiety across the menstrual cycle. *Hormones and Behavior*, *102*, 38-40.

**Reynolds, T.,** & Meltzer, A. (2017). Adopting a dyadic perspective to better understand the association between physical attractiveness and dieting motivations and behaviors. *Body Image, 22*, 48-52.

Winegard, B.\*, **Reynolds, T.\***, Baumeister, R. F., & Plant, E. A. (2016). The coalitional value theory of anti-gay bias. *Evolutionary Behavioral Sciences*, *10*, 245-269.

## Eric Ruthruff

Professor Area Head Cognition, Brain & Behavior Education: Ph.D., University of California, San Diego, 1995 <u>Personal Website</u> <u>Lab Website</u> Research Area/s: Cognition, Brain and Behavior

## **Research Interests:**

- Attention capture
- Cognitive control
- Automaticity
- Emotion
- Cognitive Training
- Dual-task performance
- Cognitive aging
- Memory
- EEG & Neuroscience
- Mathematical modeling

Dr. Ruthruff is interested in how the mind controls itself: How do we selectively process one stimulus while avoiding distraction from other stimuli? Can salient stimuli (like a flashing banner ad on the web) capture spatial attention against your will? How do we set ourselves to perform tasks that serve our goals, rather than reacting reflexively to salient stimuli? What are the capacity limitations of the human mind?

He is also interested in cognitive aging, cognitive neuroscience, and mathematical modeling.

## **Selected Publications**

Maquestiaux, F. & Ruthruff, E. (in press). Testing the Over-Reliance on Central Attention (ORCA) Hypothesis: Do Older Adults Have Difficulty Automatizing Especially Easy Tasks? *Journal of Experimental Psychology: General*. https://doi.org/10.1037/xge0001020

Maxwell, J., Joseph, M., Ruthruff, E. (2021). Capacity-free automatic processing of facial expressions of emotion. *Emotion*. http://dx.doi.org/10.1037/emo0000965

Maxwell, J., Gaspelin, N., & Ruthruff E. (2021). No identification of abrupt onsets that capture attention: evidence against a unified model of spatial attention. *Psychological Research*, 85, 2119-2135. https://doi.org/10.1007/s00426-020-01367-4

Jung, K., Martin, T., & Ruthruff, E. (2021). Electrophysiological Examination of Response-Related Interference While Dual-Tasking: Is It Motoric or Attentional? *Psychological Research*, *85*, 660-678.

Lien, M.C., Allen, P. A., & Ruthruff, E. (2021). Multiple Routes to Word Recognition: Evidence from Event-Related Potentials. *Psychological Research*, *85*, 151-180.

Ruthruff, E., Faulks, M., Maxwell, J. W., & Gaspelin, N. (2020). Attentional dwelling and capture by color singletons. *Attention, Perception, and Psychophysics*, *82, 3048-3064*.

Maquestiaux, F., Lyphout-Spitz, M, Ruthruff, E. (2020). Ideomotor compatibility enables automatic response selection. *Psychonomic Bulletin & Review*, *27*, 742-450.

Ruthruff, E., Kuit, D., Maxwell, J. W., & Gaspelin, N. (2019). Can Capture by Abrupt Onsets be Suppressed? *Visual Cognition*, *27*, 276-290. DOI:10.1080/13506285.2019.1604593

Ruthruff, E. & Gaspelin, N. (2018). Immunity to attentional capture at ignored locations. *Attention, Perception, and Psychophysics, 80,* 325-336. <u>10.3758/s13414-017-1440-4</u>

Ruthruff, E., Lien, M.-C. (2017). Aging and Attention. *Encyclopedia of Geropsychology*. doi:10.1007/978-981-287-080-3\_227-1

Noosen, B., Lien, M.-C., and Ruthruff, E. (2014). An electrophysiological study of attention capture by salience: Does rarity enable capture? *Journal of Cognitive Psychology*, 3, 346-371.

Lien, M.-C., Taylor, R.; Ruthruff, E. (2014). Capture by fear revisited: An electrophysiological investigation. *Journal of Cognitive Psychology*, 25, 873-888.

Ruthruff, E. (2013). The Psychological Refractory Period. *Encyclopedia of the Mind*. Sage Publications: Thousand Oaks.

Gaspelin, N., Ruthruff, E., & Pashler, H. (2013). Divided attention: An undesirable difficulty in memory retention. *Memory & Cognition*, 41, 978-988.

## Bruce W. Smith

Associate Professor Education: Ph.D., Arizona State University, Tempe, Arizona, 2002 Lab Website <u>Curriculum vitae</u> Research Area/s: Clinical Psychology, Health Psychology

#### **Research Interests:**

The overall goal of Dr. Bruce Smith's research program is to better understand human resilience and thriving. He defines resilience as the ability to bounce back from stress and thriving as the ability to learn, grow, and benefit from stressful events. He has studied resilience and thriving in relation to a variety of human stressors including traumatic events such as natural disasters and terrorist attacks, health problems such as chronic pain, cardiovascular disease, and cancer, and more common everyday stressors such as being a college student. He is especially interested in identifying and better understand the modifiable factors that can improve resilience and thriving such as mindfulness, a sense of meaning and purpose in life, spirituality, self-kindness, interpersonal vulnerability, and the full range of human strengths that positive psychology had begun to identify and better focus on.

## A. Resilience

Our studies of resilience and thriving have focused on the identification of resources and interventions that may increase them. These include mindfulness, a sense of meaning and purpose in life, emotional regulation, emotional disclosure, gratitude, compassion, kindness, spirituality, and other strengths that have become the focus of positive psychology.

Our lab developed the *Brief Resilience Scale* to assess resilience as the ability to bounce back from stress. As of May 2023, it has been cited over 5,000 times and is freely available in the first article below:

Smith, B.W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The Brief Resilience Scale: Assessing the ability to bounce back. *International Journal of Behavioral Medicine*, *15*, 194-200. <u>https://doi-org.libproxy.unm.edu/10.1080/10705500802222972</u>

Smith, B.W., Tooley, E.M., Christopher, P.J., & Kay, V.S. (2010). Resilience as the ability to bounce back from stress: A neglected personal resource? *Journal of Positive Psychology*, *5*, 166-176. <u>https://doi.org/10.1080/17439760.2010.482186</u>

The kinds of stressors and problems we have focused on have included health problems such as chronic pain, cancer, and cardiovascular disease. They have also included the chronic stressors and daily hassles faced by healthy adults and college students and traumatic stressors, such as natural disasters, terrorist attacks, and those experienced by first responders (e.g., firefighters). Here are some examples:

Smith, B.W., Ford, C.G., & Steffen, L.E. (2019). The role of mindfulness in reactivity to daily stress inurban firefighters. *Mindfulness*, *10*, 1603-1604. <u>https://doi.org/10.1007/s12671-019-01102-0</u>

Smith, B.W., Christopher, P. J., Bouldin, L. E., Tooley, E. M., Bernard, J. F., & Ortiz, J.A. (2010). Benefit finding predicts improved emotional health following cardiac rehabilitation. R. E. Murphy (Ed.), Health Psychology. (pp. 113-125). Hauppauge, NY: Nova Science.

Smith, B.W., Dalen, J., Bernard, J.F., & Baumgartner, K.B. (2008). Posttraumatic growth in non-Hispanic white and Hispanic women with cervical cancer. *Journal of Psychosocial Oncology, 26*, 91-109. <u>https://doi-org.libproxy.unm.edu/10.1080/07347330802359768</u>

# **B.** Mindfulness Interventions

We have developed mindfulness-based interventions and those incorporating aspects of motivational interviewing and other acceptance-based approaches (Acceptance and Commitment Therapy Dialectic Behavioral Therapy). Here are studies where we compared or adapted mindfulness-based interventions:

Ortiz, J.A., Smith, B.W., Shelley, B.M., & Erickson, K.S. (2019). Adapting mindfulness to engage Latinos and improve mental health in primary care: A pilot study. *Mindfulness*, *10*, 2522-2531. <u>https://doi-org.libproxy.unm.edu/10.1007/s12671-019-01229-0</u>

Smith, B.W., Shelley, B.M., Sloan, A.L., Colleran, K., & Erickson, K. (2018). A Preliminary randomized controlled trial of a mindful eating intervention for post-menopausal obese women, *Mindfulness*, 9, 836-849. <u>https://doi.org/10.1007/s12671-017-0824-9</u>

Smith, B.W., Shelley, B.M., Dalen, J., Wiggins, K., Tooley, E., & Bernard, J. (2008). A pilot study comparing the effects of Mindfulness-Based and Cognitive-Behavioral Stress Reduction. *Journal of Alternative and Complementary Medicine*, *14*, 251-258. <u>https://doi:10.1089/acm.2007.0641</u>

## C. Positive Psychology and the Hero's Journey

We are examining positive psychology in relation to Joseph's Campbell idea of a common hero's journey for enable people to enhance happiness and well-being in the context of the stresses and trauma of life. The value of a coherent and redemptive narrative is based in the work of people like James Pennebaker, Laura King, and Dan McAdams and its value in relation to stress is expressed in the following:

Smith, B.W. (2020). The hero's journey to resilience and thriving in the context of disaster. In Stefan Schulenberg (Ed.), *Positive Psychology and Disaster Mental Health (pp. 81-98)*. Springer.

We are studying the idea of a hero's journey in the context of a positive psychology classes that challenge students to use it enable them to use what they learn to improve happiness and well-being. This idea is presented in the textbook we developed listed below and available at Amazon.com:

Smith, B.W. (2018). *Positive psychology for your hero's journey: Discovering true and lasting happiness*. Kindle Direct Publishing.

We have completed research on the effects of the face-to-face and online positive psychology classes based on this textbook. The following articles report our research showing that students who took these classes showed increased in happiness, well-being, and resilience and decreased anxiety, depression, and stress relative to students taking other psychology classes:

Smith, B.W., deCruz-Dixon, N., Erickson, K., Guzman, A, Phan, A., & Schodt, K. (2023). The effects of an online positive psychology class on undergraduate happiness, health, and Well-being, *Journal of Happiness Studies*, 24, 1145–1167. <u>https://doi-org.libproxy.unm.edu/10.1007/s10902-022-00577-4</u>

Smith, B.W., Ford, G.C., Erickson, K., & Guzman, A. (2021). The effects of a character strength focused positive psychology course on undergraduate happiness and well-being. Journal of Happiness Studies, 22, 343-362. <u>https://doi.org/10.1007/s10902-020-00233-9</u>

Based on these positive psychology classes and the support of the Center for Applied Positive Psychology (CAPP) in New Mexico, we developed the following Positive Psychology Workbook and the accompanying videos. The workbook is available at Amazon.com:

Smith, B.W. (2021). *Move from surviving to thriving: The positive psychology workbook for challenging times.* Kindle Direct Publishing.

Jane Ellen Smith

Professor

Education: Ph.D., State University of New York at Binghamton, 1985

Curriculum vitae

Research Area/s: Clinical Psychology

## **Research Interests:**

- Determining why obese ethnic minority women prematurely drop out of healthy lifestyle treatment, and exploring how to address this dilemma. We have learned that two factors in particular lead to early termination: extremely poor body image and "familism" (family comes first). We are following up with studies to address body dissatisfaction prior to a healthy lifestyle intervention.
- Examining the impact of varying responses to negative body talk ("Fat Talk") in the context of female friendships, and testing ways to respond to negative body talk that offer support but also encourage less focus on body image overall.
- Using EMA (Ecological Momentary Assessment) to examine intuitive eating.
- Understanding the relationship between nutritional preferences, actual food consumption, and body image.
- Exploring the role of media use and upward social comparisons in a biopsychosocial model of body dissatisfaction.

- Exploring the use of popular eating disorder measures (EAT, EDE-Q, EDI) in ethnic/racial minority populations, given that they were standardized (many years ago) on non-Hispanic White women.
- Exploring "healthy eating" and "dieting": what exactly do these mean to college students, and what kind of problems do they create?
- Examining the factors in a mother-daughter relationship that appear to serve a protective role against poor body image and disturbed eating in the daughter.

## **Profile:**

Dr. Jane Ellen Smith is interested in two major areas of research: body image/eating disorders/obesity and substance use treatment. For the body image/eating disorders/obesity area, her primary focus is on risk factors, such as extreme body dissatisfaction and problematic eating. For the substance use treatment area her focus is on CRAFT (Community Reinforcement and Family Training); a treatment that works with the *family members* of treatment-refusing individuals with substance use problems.

## **Selected Publications**

## Books (selected)

Smith, J. E., & Meyers, R. J. (2023). The CRAFT treatment manual: *Working with fammily members of people with substance use problems*. New York: Guilford Press.

Godley, S.H., Smith, J. E., Meyers, R. J., & Godley, M. D. (2016). *The adolescent community reinforcement approach: A clinical guide for treating substance use disorders.* Chestnut Health Systems, Normal, IL.

Smith, J. E., & Meyers, R. J. (2010). *Community reinforcement and family training (CRAFT) therapist coding manual [Individual session version]*. Bloomington, IL: Lighthouse Institute.

Smith, J. E., & Meyers, R. J. (2004). *Motivating substance abusers to enter treatment: Working with family members*. New York: Guilford.

### Articles in Refereed Journals (recent)

### Body Image/Eating Disorders/Obesity Area:

Sebastian, R.M., Serier, K. N., Pacheco, C.R., VanderJagt, H., Mullins, C. R., Jackson, T. A., & Smith, J. E. (2023). Examining the individual and relational impacts of varying responses to negative body talk within college women's female friendships. *Body Image, 45*, 192-200.

Loor, J. M., Mullins, C. R., Pacheco, C., VanderJagt, H., & Smith, J. E. (2023). A qualitative exploration of perceived barriers and facilitators to following an intuitive eating style. *Eating Behaviors, 49*, 1-8.

Xiao, H., Song, J., Han, X., Ye, Z., Serier, K. N., Belon, K. E., Loor, J. M., Smith, J. E., Cui, T., & He, J. (2023). Assessing hedonic hunger among Chinese adults using the Power ofFood Scale: Psychometric properties and cross-cultural invariance and differences between China and the US. *Eating Behaviors*. https://doi.org/10.1016/j.eatbeh.2023.101703

Sahlan, R. N., Serier, K. N., & Smith, J. E. (2023). Exploratory structural equation modelling (ESEM) and measurement invariance of the Farsi version of the Children's Eating Attitudes Test (F-ChEAT) among Iranian preadolescents across gender and age. *Child Psychiatry and Human Development*, 28.

Smith, J. M., Serier, K. N., McLaughlin, E. A., Witkiewitz, K., Sebastian, R., M., & Smith, J.E. (2022). Development and psychometric evaluation of an empirically-derived daily checklist of weight control: Consumption-reduction strategies and health-focused strategies in college students. *The Journal of American College Health*, *70*, 1577-1583.

Belon, K. E., Serier, K. N., VanderJagt, H., & Smith, J. E. (2022). What is healthy eating? Exploring profiles of intuitive eating and nutritionally healthy eating in college women. *American Journal of Health Promotion*. DOI: 10.1177/08901171211073870

Serier, K.N., Peterson, K. P., VanderJagt, H., Sebastian, R. M., Mullins, C.R., Medici, J., Smith, M., & Smith, J.E. (2021). Factor analytic support for the EDE-Q7 among American Indian/Alaska Native undergraduate women. *Eating and Weight Disorders - Studies on Anorexia, Bulimia and Obesity*. https://doi.org/10.1007/s40519-021-01335-w

Serier, K. N., Sebastian, R. M., Smith, J. M., Mullins, C.R., & Smith, J. E. (2021). The Bulimia Test-Revised (BULIT-R): Psychometric properties in a non-clinical sample of White and Latina college women. *Eating Behaviors*. https://doi.org/10.1016/j.eatbeh.2021.101493

McEntee, M. L., Serier, K. N., Smith, J. M., & Smith, J. E. (2021). Measurement validity of the Eating Disorder Examination Questionnaire (EDE-Q) at the intersection of sex and ethnicity in an undergraduate sample. *Sex Roles: A Journal of Research*, *84*, 102-111.

## Substance Use Treatment Area:

Simmons, J.D., Smith, J. E., Erickson, S. J., & Warner, T. D. (2021). A factor analytic approach to understanding health risk behaviors and resilience among multi-racial/ethnic adolescents in New Mexico. Ethnicity and Health. https://doi.org/10.1080/13557858.2021.1925227

Venner, K., Serier, K., Sarafin, R., Greenfield, B., Hirchak, K., Smith, J. E., & Witkiewitz, K. (*in press*). Culturally tailored evidence-based substance use disorder treatments are efficacious with an American Indian Southwest tribe: An open-label pilot-feasibility randomized controlled trial. *Addiction*. <u>https://doi.org/10.1111/add.15191</u>

Claudia D. Tesche Professor Transcranial Stimulation Laboratory Education: Ph.D., University of California, Berkeley <u>Curriculum vitae</u> Research Area/s: Cognition, Brain and Behavior

Research Interests:

- Magnetoencephalographic (MEG) imaging of brain dynamics
- Transcranial Alternating Current Stimulation (tACS)
- Transcranial alternating current stimulation (tACS)
- Transcranial Direct Current Stimulation (tDCS)
- FASD
- ASD

# **Profile:**

Dr. Tesche received a Ph.D. in Physics from the University of California, Berkeley, followed by ten years as a research scientist at the IBM T.J. Watson Research Laboratory in Yorktown Heights, NY. Her research interests included the optimization of Superconducting Quantum Intereference Device (SQUID) magnetic sensors with applications in the foundations of quantum mechanics and the imaging of neuronal activity in the brain. She initiated a joint project between IBM and the Helsinki University of Technology to develop multichannel DC SQUID-based magnetoencephalographic (MEG) arrays. She spent eight years in Finland utilizing the first whole-

scalp MEG arrays to characterize human brain dynamics, with a particular interest in frequency-domain analysis of oscillatory activity and the detection of MEG signals from deep brain structures.

Dr. Tesche joined the Department of Psychology at the University of New Mexico as Professor in 2000. She is the Director of the Transcranial Stimulation Laboratory. Her present research interests include MEG characterization of network dynamics in adolescents with fetal alcohol spectrum disorder (FASD), the use of transcranial direct current stimulation (tDCS) to enhance social skills in adults and older adolescents with autism spectrum disorder (ASD), and the utilization of MEG to characterize the effects of transcranial alternating current stimulation (tACS) on brain dynamics.

## **Selected Publications**

- Rodriguez, C.I., Vergara, V.M., Calhoun, V.D., Savage, D.D., Hamilton, D.A., Tesche, C.D., Stephen, J.M. (2021). Disruptions in global network segregation and integration in adolescents and young adults with fetal alcohol spectrum disorder. Alcohol Clin Exp Res. 45(9):1775-1789.
- Esse Wilson, J., Trombo, M., Tesche, C.D. (2021). Transcranial Direct Current Stimulation (tDCS) Improved Empathy and Recognition of Facial Emotions Conveying Threat in Adults with Autism Spectrum Disorder (ASD). NeuroRegulation 8(2):87–95.
- Tesche, C.D., Houck, J. (2020). Discordant Alpha-band Transcranial Alternating Current Stimulation (tACS) Affects Cortico-cortical and Cortico-cerebellar Connectivity. Brain Connectivity 10(4):170–182 (2020).
- Esse Wilson, J., Trombo, M., Wilson, J.K., Tesche, C.D. (2018). Transcranial direct current stimulation (tDCS) over right temporoparietal junction (rTPJ) for social cognition and social skills in adults with autism spectrum disorder (ASD). Journal of Neural Transmission 125(12):1857–1866
- Wilson, J.E., Quinn, D.K., Wilson, J.K., Garcia, C.M., Tesche ,C.D. (2018) Transcranial Direct Current Stimulation to the Right Temporoparietal Junction for Social Functioning in Autism Spectrum Disorder: Case Report. *J ECT* 34(1),e10–e13.
- Tesche, C.D., Kodituwakku, P.W., Garcia, C.M., Houck, J.M. (2014) Sex-related differences in auditory processing in adolescents with fetal alcohol spectrum disorder: A magnetoencephalographic study. Neuroimage Clinical 7:571-587.
- Houck, J.M., Moyers, T.B, Tesche, C.D. (2012) Through a glass darkly: some insights on change talk via magnetoencephalography. *Psychol Addict Behav* 27(2): 489-500.
- Manto, M., Bower, J.M., Conforto, A.B., Delgado-García, J.M., Farias da Guarda, S.N., Gerwig, M., Habas, C., Hagura, N., Ivry, R.B., Mariën, P., Molinari, M., Naito, E., Nowak, D.A., Ben Taib, N.O., Pelisson, D., Tesche, C.D., Tilikete, C., Timmann, D. (2012). <u>Consensus paper: roles of the cerebellum in</u> <u>motor control-the diversity of ideas on cerebellar involvement in movement.</u> *Cerebellum*, *11*(2): 457–87.

## **Davood Tofighi**

Associate Professor Education: Arizona State University Research Area/s: Health Psychology, Quantitative Psychology

## **Research Interests:**

- Casual Meditation Analysis
- Design Of Intervention Prevention Experiments
- Multilevel Regression & Structural Equation Modeling
- Longitudinal Data Analysis

## **Profile:**

The overall goal of Dr. Tofighi's research is to develop, enhance, and evaluate the state-of-the-art mathematical and statistical methods that are widely used to model real-world, complex psychological, educational, and health phenomenon. His substantive research focuses on the application of statistical methods to model causal and developmental processes in health and prevention science.

## **Selected Publications**

**Tofighi, D.**, Hsiao, Y., Kruger, E. S., Van Horn, M. L., MacKinnon, D. P., Witkiewitz, K. (in press). Sensitivity analysis of the no-omitted confounder assumption in latent growth curve mediation models. *Structural Equation Modeling: A Multidisciplinary Journal*.

**Tofighi, D.**, & Kelley, K. (2016). Assessing omitted confounder bias in multilevel mediation models. *Multivariate Behavioral Research 51*, 86–105. doi: 10.1080/00273171.2015.1105736.

**Tofighi, D.** & MacKinnon, D. P. (2016). Monte Carlo confidence intervals for complex functions of indirect effects. *Structural Equation Modeling: A Multidisciplinary Journal, 23,* 194-205.doi: 10.1080/10705511.2015.1057284.

Enders, C.K., & **Tofighi**, **D.**, (2007). Centering predictor variables in cross-sectional multilevel models: A new look at an old issue. *Psychological Methods*, *12*, 121-138.

Kamilla Venner Associate Professor Education: Ph.D., University of New Mexico, 2001 Personal Website Curriculum vitae Research Area/s: Clinical Psychology

## **Research Interests:**

- Substance abuse treatment
- Culturally effective adaptations of evidence-based treatment
- American Indian/Alaska Native populations
- Motivational Interviewing for treatment and teaching
- Health disparities

## **Profile:**

### **Selected Publications**

- Dickerson, D., Venner, K. L., Duran, B., Annon, J. J., Hale, B, & Funmaker, G. (2014). Drum-Assisted Recovery Therapy for Native Americans (DARTNA): Results from a Pretest and Focus Groups. *American Indian Alaska Native Mental Health Research*, *21*, 35-58.
- Tonigan, J. S., Martinez-Papponi, B, Hagler, K., Greenfield, B. L., & Venner, K. L. (2013). A longitudinal study of Urban Native American AA attendance, engagement, and outcome. *Journal of Studies on Alcohol and Drugs*, *74*, 514-520.

- Venner, K., Greenfield, B., Vicuña, B., Muñoz, R., Bhatt, S., & O'Keefe, V. (2012). "I'm not one of them": Barriers to help-seeking among American *Indians with alcohol dependence*. *Cultural Diversity and Ethnic Minority Psychology, 18*, 352-362. doi: 10.1037/a002
- Greenfield, B., & Venner, K. (2012). Review of substance abuse treatment research in Indian country: Future directions to strive toward health equity [Special issue]. *The American Journal of Drug and Alcohol Abuse, 38*, 483-492.
- Venner, K. L., Feldstein, S. W., & Tafoya, N. (2007). Helping Clients Feel Welcome: Principles of Adapting Treatment Cross-Culturally. *Alcoholism Treatment Quarterly*, 25, 11-30.

Steven P Verney Professor Education: Ph.D., San Diego State University/University of California, San Diego, 2000 Lab Website Curriculum vitae Research Area/s: Clinical Psychology, Health Psychology

## **Research Interests:**

- Cultural factors in cognitive assessment
- Cognitive aging
- Physical and mental health disparities
- Wellbeing in older Native Americans
- Psychphysiological and information processing indicies of gocnition

### **Profile:**

Steven P. Verney, Ph.D., is an Alaska Native (Tsimshian) Associate Professor in the department of Psychology at the University of New Mexico (UNM). He is currently a co-Investigator on the newly NIMHD-funded Health Disparities Center of Excellence to UNM, the Transdisciplinary Research, Equity and Engagement (TREE) Center for Advancing Behavioral Health, a Senior Fellow with the Robert Wood Johnson Foundation Center for Health Policy at UNM and a past fellow in the American Indian Alaska Native Program at the University of Colorado. He strives to increase diversity awareness and training and has developed the department's *Diversity Organization (DO!)*, a student organization to increase diversity awareness and training within the department, and the *Cultural Counseling Center*, which provides clinical supervision and consulting services to students working with diverse populations. Dr. Verney's overarching philosophy is that culture counts. Culture is infused in all of our beings influencing how we think, feel, and behave. His research has evolved into a mental health disparities focus, especially in the American Indian/Alaska Native populations. He is interested in the role of culture in cognition and assessment including education (i.e., quality of education), language (bilingualism), and acculturation/cultural adaptation processes.

### **Selected Publications**

**Verney, S. P.**, Suchy-Dicey, A., Cholerton, B., Calhoun, D., Ali, T., Longstreth, W. T. Jr., & Buchwald, D. (2019). The associations among sociocultural factors and neuropsychological functioning in older American Indians: The Strong Heart Study. *Neuropsychology*. 33, 1078 – 1088. doi: 10.1037/neu0000574

Suchy-Dicey, A., Shibata, D., Nelson, L., Cholerton, B., Calhoun, D., Ali, T., Longstreth W. T. Jr., The Strong Heart Stroke Team, & Buchwald, D., & Verney, S. P. (contact author) (2019). Cognitive correlates of vascular

abnormalities on brain MRI in the Strong Heart Stroke Study. *International Journal of Neuropsychology, 26, 1-13*. doi:10.1017/S1355617719001073

Avila, J. F., Vonk, J., **Verney, S. P.**, Witkiewitz, K., Arce, M., Schupf, N., Mayeux, R., & Manly, J. J. (2019). Sex/gender differences in cognitive trajectories vary as a function of race/ethnicity. Alzheimer's Dementia: *The Journal of the Alzheimer's Association*, 15, 1516-1523. doi: <u>http://dx.doi.org.libproxy.unm.edu/10.1016/j.jalz.2019.04.006</u>.

**Verney, S. P.,** Gibbons, L. E., Dmitrieva, N. O., Kueider, A. M., Williams, M. W., Meyer, O. L., Manly, J. J., Sisco, S. M., & Marsiske, M. (2019). Health literacy, sociodemographic factors, and cognitive training in the active study of older adults. *International Journal of Geriatric Psychiatry*. DOI: 10.1002/gps.5051. Retrieved from: <u>https://onlinelibrary-wiley-com.libproxy.unm.edu/doi/epdf/10.1002/gps.5051</u>

**Verney, S. P.,** Avila, M., Rodriguez Espinosa, P., Cholka, C. B., Benson, J., Baloo, A., & Pozernick, C. D. (2016). Culturally Sensitive Assessments as Strength-Based Approach to Wellness in Native Communities: A Community-Based Participatory Research Project. *American Indian Alaska Native Mental Health Research*, 23, 271-293.

**Verney, S. P.**, Bennett, J., & Hamilton, J. (2015). Cultural considerations in the neuropsychological assessment of American Indians/Alaska Natives. In Richard Ferraro (Ed.), *Minority and Cross-Cultural Aspects of Neuropsychological Assessment: Enduring and Emerging Trends*, 2<sup>nd</sup> edition, 115-158. New York, NY: Psychology Press.

**Verney, S. P.**, Avila, M., Rodriguez Espinosa, P., Cholka, C. B., Benson, J., Baloo, A., & Pozernick, C. D. (2016). Culturally Sensitive Assessments as Strength-Based Approach to Wellness in Native Communities: A Community-Based Participatory Research Project. *American Indian Alaska Native Mental Health Research, 23, 271-293.* 

Suchy-Dicey, A., Shibata, D., Best, L., **Verney, S. P.**, Longstreth W. T. Jr., Lee, E.T., Okin, P.M., Devereux, R., O'Leary, M., Ali, T., Jensen, P. N., Muller, C., Nelson, L. A., Rhoades, E., Madhyastha, T., Grabowski, T. J., Beauchamp, N., Umans, J.G., & Buchwald, D. (2016). Cranial magnetic resonance imaging (MRI) in elderly American Indians: Design, methods, and implementation of the Strong Heart Stroke Study. *Neuroepidemiology*, *47*, *67-75. doi:* <u>10.1159/000443277</u>.

Venner, K. L., & Verney, S. P. (2015). Motivational interviewing: Reduce student reluctance and increase engagement in learning multicultural concepts. *Professional Psychology: Research and Practice*, 46, 116-123.

**Verney, S. P.**, Bennett, J., & Hamilton, J. (2015). Cultural considerations in the neuropsychological assessment of American Indians/Alaska Natives. In Richard Ferraro (Ed.), *Minority and Cross-Cultural Aspects of Neuropsychological Assessment: Enduring and Emerging Trends, 2<sup>nd</sup> edition, 115-158.* New York, NY: Psychology Press.

Avila, J. F., **Verney, S. P.**, Kauzor, K., Flowers, A., Mehradfar, M., Razani, J. (January 9, 2018). Normative Data for Farsi-Speaking Iranians on Frequently Administered Measures of Executive Functioning. *Applied Neuropsychology:* Adult, 0, 0.0. Retrieved from: <u>http://www.tandfonline.com/doi/full/10.1080/23279095.2017.1392963</u>

Bennett, J., Verney, S.P. (January 9, 2018). Linguistic factors associated with phonemic fluency performance in a sample of bilingual Hispanic undergraduate students. *Applied Neuropsychology: Adult, 0, 0.0*. Retrieved from: http://www.tandfonline.com/doi/full/10.1080/23279095.2017.1417309

Jacob M Vigil Associate Professor Education: Ph.D., University of Missouri-Columbia, 2007 <u>Curriculum vitae</u> Research Area/s: Evolution and Development, Health Psychology Research Interests:

- theory on the evolution of social behaviors
- pain perception
- stress responses
- sex differences
- emotion
- reproductive development
- medical Cannabis
- entheogens

## **Profile:**

Dr. Vigil's basic research focuses on the development and expression of human instincts. His applied research focuses on health disparities and patient treatment, with a particular focus on effects of medical cannabis consumption on patient health outcomes.

## **Selected Publications**

Doremus, J.M., Stith, S. S., & Vigil, J.M. (2020). Off-label use of recretional cannabis: Acid reflux in Colorado. *Economics Bulletin*, 40, 338-348.

Doremus, J.M., Stith, S. S., & Vigil, J.M. (2019). Using recreational cannabis to treat insomnia: Evidence from over-the-counter sleep aid sales in Colorado. *Complementary Therapies in Medicine*, 47, 102207.

Li, X., Vigil, J.M. Stith, S.S., Brockelman, F., Keenan, K., & Hall, B. (2019). The effectiveness of self-directed medical cannabis treatment for pain. *Complementary Therapies in Medicine*, 46, 123-130.

Stith, S. S., Vigil, J. M., Brockelman, F., Keenan, K., & Hall, B. (2019). The association between cannabis product characteristics and symptom relief. *Scientific Reports*, *9*, 2712. <u>https://www.nature.com/articles/s41598-019-39462-1</u>

Diviant, J. P., Vigil, J. M. Stith, S. S (2018). The role of cannabis within an emerging perspective on schizophrenia. *Medicines*, 5, 86.

Stith, S. S., Vigil, J. M., Brockelman, F., Keenan, K., & Hall, B. (2018). Patient-reported symptom relief following medical cannabis consumption. *Frontiers in Pharmacology*, 9, 96.

Vigil, J. M., Stith, S. S., Diviant, J. P. Brockelman, F., Keenan, K., & Hall, B. (2018). Effectiveness of raw, natural medical *Cannabis* flower for treating insomnia under naturalistic conditions. *Medicines*, 5(3), 75.

Vigil, J. M., Stith, S. S., Reeve, A. P. (2018). Accuracy of patient opioid use reporting at the time of medical cannabis license renewal. *Pain Research and Management*, *1*, 1-4.

Stith, S. S., Vigil, J. M., Adams, I. M., & Reeve, A. P. (2018). Effects of legal access to cannabis on Scheduled II-V drug prescriptions. *Journal of the American Medical Directors Association*, *19*, 59-64.e1.

Vigil, J. M., Stith, S. S., Adams, I. M., & Reeve, A. P. (2017). Associations between medical cannabis and prescription opioid use in chronic pain patients: A preliminary cohort study. *PLoS ONE*. *12*(11): e0187795.

Vigil, J. M., Coulombe, P., Alcock, J., Stith, S. S., Kruger, E., & Cichowski, S. (2017). How nurse gender influences patient priority assignments in U.S. emergency departments. *Pain.* 158(3): 377-382.

Stith, S. S., & Vigil, J. M. V. (2016). Federal barriers to Cannabis research. Science, 352 (6290), 1182.

Vigil, J.M., Coulombe, P., Alcock, J., Kruger, E., Stith, S. S., Strenth, E., Parshall, M., & Cichowski, S. B. (2016). Patient ethnicity affects triage assessments and prioritization in U.S. Department of Veterans Affairs Emergency Departments. *Medicine*. 95(14):e3191.

Vigil, J. M., & Strenth, C. (2014). No pain, no social gains: A social-signaling perspective of human pain behaviors. *World Journal of Anesthesiology*, 3(1), 18-30 Available from: URL: <u>http://www.wjgnet.com/2218-6182/abstract/v3/i1/18.htm</u>.

Vigil, J. M., & Alcock, J. (2014). Tough guys or cry babies? Disentangling the role of examiner gender on patient pain reports. *Pain Research & Management*, 19, e9-e12.

Vigil, J. M., & Coulombe, P. (2011). Biological sex and audience affects pain intensity and observational coding of other people's pain behaviors. *Pain*. 152, 2125-2130.

Vigil, J. M. (2011). Current states of opinion and future directions on the epidemiology of sex differences in human pain. *Pain Research and Management*, 16, 317-319.

Vigil, J. M., Geary, D. C., Granger, D. A., & Flinn, M. V. (2010). Sex differences in salivary cortisol, alphaamylase, and psychological functioning following Hurricane Katrina. *Child Development*, 81, 1228-1240.

Vigil, J. M. (2009). A socio-relational framework of sex differences in the expression of emotion. *Behavioral and Brain Sciences*, 32, 375-428.

David C Witherington Associate Professor Area Head Evolution & Development Education: Ph.D., University of California, Berkeley, 1998 <u>Curriculum vitae</u> Research Area/s: Evolution and Development

### **Research Interests:**

- Phenomenology and the study of lived experience
- Dynamic Systems and Metatheory
- Cognitive development in infancy and early childhood
- development of fear of the dark in preschoolers
- Development of perception and action relations in infancy

### **Profile:**

Conceptually, Dr. Witherington's focus is on delineating, elucidating, and resolving conceptual confusion within the metatheoretical foundations of research activity in psychological science. Empirically, his focus is on the phenomenological study of lived experience at various points of development, as well as on the study of emotional development in early childhood.

## **Selected Publications**
Witherington, D. C., & McCready, M. (in press). Character virtues in developmental science. In M. D. Mathews & R. M. Lerner (Eds.), *Multidisciplinary handbook of character virtue development*. Routledge.

Witherington, D., & Vandiver, T. (2023). Metatheory. In J. Mattingly (Ed.), *The SAGE encyclopedia of theory in science, technology, engineering, and mathematics* (Vol. 1, pp. 592-594). SAGE Publications, Inc., https://dx.doi.org/10.4135/9781071872383.n134

Narvaez, D., Moore, D. S., Witherington, D. C., Vandiver, T. I., & Lickliter, R. (2022). Evolving evolutionary psychology. *American Psychologist*, *77*, 424-438.

Witherington, D. C., Overton, W. F, Lickliter, R., Marshall, P. J., & Narvaez, D. (2018). Metatheory and the primacy of conceptual analysis in developmental science. *Human Development*, *61*, 181-198.

Witherington, D. C., & Lickliter, R. (2016). Integrating development and evolution in psychological science: Evolutionary Developmental Psychology, Developmental Systems, and Explanatory Pluralism. *Human Development, 59*, 200-234.

Witherington, D. C., & Heying, S. (2015). The study of process and the nature of explanation in developmental science. *Review of General Psychology*, *19*, 345-356.

Witherington, D. C. (2015). Dynamic systems in developmental science. In W. F. Overton & P. C. M. Molenaar (Vol. Eds.) & R. M. Lerner (Ed.-in-Chief), *Handbook of child psychology and developmental science. Vol. 1: Theory & method* (7<sup>th</sup> ed., pp. 63-112). Wiley.

Katie Witkiewitz Distinguished Professor CASAA Director Area Head: Quantitative/Methodology Education: Ph.D., University of Washington, 2005 Lab Website Curriculum vitae Research Area/s: Clinical Psychology, Health Psychology, Quantitative Psychology

### **Research Interests:**

- Mindfulness-based interventions for substance use disorders
- Harm reduction and diverse pathways to recovery from substance use disorder
- Longitudinal data analysis and quantitative methods for studying behavior change
- Integrated behavioral treatment for opioid use disorder and chronic pain

### **Profile:**

Dr. Witkiewitz conducts research focused on the development of empirically-based models of substance use, with an emphasis on applying advanced quantitative research methods to better understand changes in substance use behavior over time. Dr. Witkiewitz is also a licensed clinical psychologist and has worked extensively on the development of a theoretical model of biopsychosocial influences on substance use relapse. This research has led to her collaborative work on the development and evaluation of mindfulness-based relapse prevention for substance use disorders. She has conducted numerous empirical studies on the prediction of alcohol relapse following treatment for substance use disorders, mechanisms of successful alcohol treatment outcomes, as well as the development of interventions to prevent alcohol and substance use relapse. Her research has been supported by

grants from the National Institute on Mental Health, the National Institute on Drug Abuse, the National Institute on Alcohol Abuse and Alcoholism and the National Cancer Institute.

# **Selected Publications**

Tucker, J. A. & Witkiewitz, K. (Eds.). (2022). *Dynamic Pathways to Recovery from Alcohol Use Disorder*. Cambridge, UK: Cambridge University Press. <u>https://doi.org/10.1017/9781108976213</u>

Witkiewitz, K., Stein, E. R., Votaw, V. R., Hallgren, K. A., Gibson, B. C., Boness, C. L., Pearson, M. R., & Maisto, S. A. (2023). Constructs derived from the addiction cycle predict alcohol use disorder treatment outcomes and recovery three years following treatment. *Psychology of Addictive Behaviors*, *37(3)*, 376-389. doi: 10.1037/adb0000871.

Witkiewitz, K., Pfund, R. A, & Tucker, J. A. (2022). Mechanisms of behavior change in substance use disorders with and without formal treatment. *Annual Review of Clinical Psychology*, *18*, 497-525.<u>https://doi.org/10.1146/annurev-clinpsy-072720-014802</u>

Witkiewitz, K., Kranzler, H. R., Hallgren, K. A., Hasin, D. S., Aldridge, A. P., Zarkin, G. A., Mann, K. F., O'Malley, S. S., & Anton, R. F. (2021). Stability of drinking reductions and long-term functioning among patients with alcohol use disorder. *Journal of General Internal Medicine, 36*, 404-412. <u>https://link.springer.com/article/10.1007/s11606-020-06331-x</u>

Elizabeth Yeater Professor Director Clinical Training (DCT) Education: Ph.D., University of Nevada, Reno, 2001 <u>Curriculum vitae</u>

### **Research Area/s:**

- Clinical Psychology
- Research Interests:
- Sexual victimization and revictimization
- Social information processing
- Alcohol challenge studies
- Ecological Momentary Assessment (EMA) and Ecological Momentary Intervention (EMI)

# **Profile:**

Dr. Yeater's research program investigates cognitive and behavioral factors that increase women's risk for sexual victimization. Specifically, she uses a Social Information Processing Model (SIP) and methods borrowed from cognitive science to examine women's ability to detect and respond to risky situations, as well as to explore whether aspects of alcohol use (i.e., intoxication, alcohol problems, and alcohol expectancies) influence these processes. She plans to use the information derived from these basic studies to inform her work in the development and evaluation of interventions aimed at preventing sexual violence among women.

# **Selected Publications**

**Yeater, E. A.**, Witkiewitz, K., Lopez, G., Ross, R. S., Vitek, K., & Bryan, A. D. (in press). Latent profile analysis of alcohol consumption and sexual attitudes among college women: Associations with sexual victimization risk. *Violence Against Women*.

Bryan, A. D., Magnan, R. E., Gillman A. S., **Yeater, E. A.**, Feldstein-Ewing, S. W., Kong, A., & Schmeige, S. J. (2018). Effect of including alcohol and cannabis content in a sexual risk-reduction intervention on the incidence of sexually transmitted infections in adolescents: A cluster randomized clinical trial. *JAMA Pediatrics*. doi:10.1001/jamapediatrics.2017.5621.

Rinehart, J. L., Nason, E. E., Yeater, E. A., & Miller, G. F. (2017). Do some students need special protection from research on sex and trauma? New evidence for young adult resilience in "sensitive topics" research. *Journal of Sex Research*, *54*, 273-283.

Rinehart, J. K., Yeater, E. A., Treat, T. A., & Viken, R. J. (2017) Cognitive processes underlying the self-other perspective in women's judgments of victimization risk. *Journal of Social and Personal Relationships*. doi/10.1177/0265407517713365.

Yeater, E. A., Hoyt, T., Leiting, K. A., & Lopez, G. (2016). Associationbetween sexual victimization history, posttraumatic stress symptoms, and women's decision making in risky social situations: The moderating effect of ethnicity. *Journal of Psychopathology and Behavioral Assessment, 38,* 666-680.

Yeater, E. A., Treat, T. A., Viken, R. J., & Lenberg, K. L. (2015). Sexual attitudes moderate the effects of intoxication on women's risk judgments. *Journal of Interpersonal Violence*. doi.org/10.1177/0886260515604414

# Appendix 22 Psychology Trends

### 28 March, 2023

#### What is this?

This humble document provides some typical data that illustrate departmental trends over time. Although this is a static PDF, eventually this will be an online dashboard to which we can add reports about enrollment, success rates, student progress, and so on. The hope is to augment the general reporting from Institutional Analytics with finer-grained data for all u nits. Although this document is far from profound, it represents a big step forward in systematic data gathering and reporting for the College.

### What's in here?

Please find v isualizations of the following going back to Fall 2017 (except the c redit hours r eport, because online MyReports data goes back only to 2019. If anyone needs the extra couple years, I will try to get the extra data).

- Undergraduate headcount (including Majors, Pre-Majors, Second Majors, and Minors)
  - Undergraduate headcount of College
  - Term-by-term change comparison to College
- Graduate student headcount
- Degrees Awarded (Bachelors, Masters, PhD) + Certificates
- Student Credit Hours (lower division, upper division, graduate)
  - Student credit hours of College
  - Term-by-term change comparison to College
- Faculty / Student Ratios (undergrad and grad)

### How do I use this?

- Most plots show a dotted line that indicates semester-by-semester change. Academic Year data would be a bit smoother, but seeing the semester-by-semester variation can be useful for planning purposes.
- Most plots also show a simple best-fit line shows the general trend over the last few semesters. A linear model is not necessarily the best, but it's a good enough place to start as we ramp up our reporting capabilities.
- Labels at the end of each line show two numbers: 1) the percent change across the timeline of the plot; 2) average change per semester.
  - The labels are based on the best-fit line, not the actual data, because semester variability in the endpoints can significantly distort the average change across the plot.
  - If a program began within the reporting period, the change is listed as infinity %, since percentage change from 0 doesn't make mathematical sense. Relatedly, percent change for very small numbers is clearly not helpful, but they appear because all units get the same plots. Apologies if they seem pointless in your situation.

- The trends lines and labels give you the big picture; exact data is provided in a table after the plot if you want to report specific numbers.
- A few plots compare the Department to the College in terms of change from one semester to the text. They may show, for instance, you are consistently above or below College changes. They may be entirely useless.
- Most plots are better at provoking questions than providing answers. They might, for instance, invite inquiry about your curriculum in a semester when your enrollment was much higher compared to your unit's average, or compared to the College that term.

### Methodology

Data was gathered from UNM MyReports. I ran the most general report for each unit across each semester, capturing all available fields. Data was exported as an Excel file (or files). I used R for normalizing, filtering, aggregating, etc., rather than in the MyReports interface. I noticed that some information can get filtered out from MyReports when running a report for a specific unit, as opposed to getting all data at once. Usually these differences are very minor.

#### **Credit Hours**

MyReports has a credit hour report (Reg\_Stats\_Student\_Credit\_Hours) that lists total credit hours for each unit (based on a specific date), but the formatting of the outputted report is quite difficult to use for a general reporting tool. Instead of that, then, I have computed credit hours using the Department Enrollment Status report, which provides enrollment and total hours for each course.

For reasons I don't yet understand, the totals listed on the *MyReports* credit hour report are much lower (and seem *really* low) compared to when computed by adding up the credit hours across courses for a unit as supplied by the Department Enrollment Status data. The credit hours I have computed are very similar to what is reported at OIA's dashboard (http://oia.unm.edu/facts-and-figures/official-enrollment-reports.html). There are small differences, likely due to the reports using enrollment numbers from different points in time during the semester.

### Work in Progress!

Unfortunately, some key data fields in *MyReports* are not standardized, which can introduce minor omissions and inaccuracies when aggregating data across semesters and variations in nomenclature. I have endeavored to root these out, but some oddities likely remain given the variety and diversity of the College's units and programs. I appreciate your kindness in identifying and reporting anything that doesn't look correct! I'm always happy to investigate further.

As mentioned, data reported for both the College and units differ slightly from what's visible on the Office of Institutional Analytics data dashboard, but differences are hard to account for without knowing exactly how those reports are generated. There are lots of ways to count things! However, these discrepancies do not seem to affect the general trends that are the point of this report.

### Ask for More!

If you would like additional reports or charts for your unit, or need some existing reports broken down into more detail, I will be happy to get those to you as quickly as possible. There is likely something of interest to you and/or your unit that I didn't notice in the sea of College data. I look forward to hearing about those omissions!

Thank you for your patience as we work to develop a consistent and repeatable way of generating and sharing department-level data. It will help us all develop a more robust understanding of our curriculum and curriculum-delivery both for individual units and across the College. Please let me know (fwgibbs@unm.edu) if you have any questions!



### Department Undergraduate Headcount

Note: The 'undergrad' line is majors only; minors are excluded

# College Undergraduate Headcount



Note: This is the only graph that uses a non-linear trend line.

# Department Undgergraduate Headcount

Semester	majors	pre	seconds	minors	undergrads
Fall 2017	897	517	0	823	1414
Spring 2018	894	423	0	840	1317
Summer 2018	334	150	85	263	569
Fall 2018	835	481	236	681	1552
Spring 2019	848	370	257	725	1475
Summer 2019	342	124	79	218	545
Fall 2019	813	467	185	607	1465
Spring 2020	868	342	188	626	1398
Summer 2020	347	117	56	190	520
Fall 2020	822	501	159	557	1482
Spring 2021	850	362	168	603	1380
Summer 2021	278	132	51	184	461
Fall 2021	799	531	139	545	1469
Spring 2022	820	388	135	570	1343
Summer 2022	323	110	50	170	483
Fall 2022	793	632	135	541	1560

# College Undergraduate Headcount

Semester	Bachelor of Arts	Bachelor of Science	Total
Fall 2017	5915	4298	10213
Spring 2018	5125	3835	8960
Fall 2018	5196	4030	9226
Spring 2019	4722	3595	8317
Fall 2019	5046	3711	8757
Spring 2020	4682	3286	7968
Fall 2020	4940	3532	8472
Spring 2021	4308	3110	7418
Fall 2021	4783	3357	8140
Spring 2022	4186	2891	7077
Fall 2022	5047	3352	8399



# % change in majors from previous term

The gray on the chart represents overlap between the College and Department.



# Department Graduate Student Headcount

Note: Graduate Certificates are not included in the total number of grad students.

Semester	Certificates	Masters	Doctoral	Grad Students
Fall 2017	0	0	74	74
Spring 2018	0	0	70	70
Summer 2018	0	0	15	15
Fall 2018	0	0	67	67
Spring 2019	0	0	64	64
Summer 2019	0	0	16	16
Fall 2019	0	0	64	64
Spring 2020	0	0	61	61
Summer 2020	0	0	11	11
Fall 2020	0	0	69	69
Spring 2021	0	0	68	68
Summer 2021	0	0	11	11
Fall 2021	0	0	73	73
Spring 2022	0	0	68	68
Summer 2022	0	0	13	13
Fall 2022	0	0	66	66

### Undergraduate Degrees Awarded



Note: Second majors are included in the total, but MyReports does not specify the kind of Degree earned.





# Undergraduate Degrees Awarded

Semester	BA	BS	Second	Total
Fall 2017	116	29	31	176
Spring 2018	197	51	37	285
Summer 2018	31	1	2	34
Fall 2018	128	22	13	163
Spring 2019	164	53	42	259
Summer 2019	38	7	3	48
Fall 2019	131	20	19	170
Spring 2020	174	51	35	260
Summer 2020	39	5	1	45
Fall 2020	127	19	12	158
Spring 2021	201	57	45	303
Summer 2021	32	1	5	38
Fall 2021	108	15	8	131
Spring 2022	158	37	24	219
Summer 2022	21	3	1	25
Fall 2022	99	22	10	131

# Graduate Degrees Awarded

Semester	Grad Cert	MA	MS	PhD	Total
Fall 2017	0	0	0	1	1
Spring 2018	0	0	4	2	6
Summer 2018	0	0	5	9	14
Fall 2018	0	0	1	3	4
Spring 2019	0	0	3	2	5
Summer 2019	0	0	2	6	8
Fall 2019	0	0	2	3	5
Spring 2020	0	0	2	2	4
Summer 2020	0	0	1	4	5
Fall 2020	0	0	2	0	2
Spring 2021	0	0	2	0	2
Summer 2021	0	0	3	9	12
Fall 2021	0	0	3	2	5
Spring 2022	0	0	0	2	2
Summer 2022	0	0	3	7	10
Fall 2022	0	0	0	1	1

# **Department Credit Hours**



**College Credit Hours** 



# Department Credit Hours

Semester	lower	upper	grad	total
Fall 2019	7656	9241	643	17540
Spring 2020	6376	8533	608	15517
Summer 2020	999	1931	18	2948
Fall 2020	7851	8138	712	16701
Spring 2021	5499	7702	757	13958
Summer 2021	654	1755	36	2445
Fall 2021	7052	7235	763	15050
Spring 2022	5544	6557	655	12756
Summer 2022	882	1682	21	2585
Fall 2022	8325	7325	598	16248

# College Credit Hours

Semester	lower	upper	grad	total
Fall 2019	80594	47591	10444	138629
Spring 2020	66847	47056	9816	123719
Summer 2020	7607	6373	1022	15002
Fall 2020	78072	44255	10427	132754
Spring 2021	57803	41819	9993	109615
Summer 2021	6088	5553	996	12637
Fall 2021	74743	37541	10968	123252
Spring 2022	57748	36389	10142	104279
Summer 2022	5557	4967	1037	11561
Fall 2022	82786	37687	10349	130822



# Change in credit hours compared to College



Semester	stud_fac_rat	grad_fac_rat
Fall 2017	49.39	2.58
Spring 2018	46.00	2.44
Fall 2018	58.52	2.53
Spring 2019	55.62	2.41
Fall 2019	56.38	2.46
Spring 2020	53.80	2.35
Fall 2020	53.17	2.48
Spring 2021	49.51	2.44
Fall 2021	52.22	2.60
Spring 2022	47.74	2.42
Fall 2022	49.19	2.08



Appendix 23

October 30, 2021

Inclusive Excellence Post-Doctoral and Visiting Scholars Program (IEPDVSP) University of New Mexico

Re: Debrielle Jacques - Mentoring Plan

### Senior Faculty Members who will Serve as Mentors (please see Letter of Support):

Katie Witkiewitz, Ph.D. Regents' Professor of Psychology Sarah Erickson, Ph.D. Associate Professor of Psychology David Witherington, Ph.D. Associate Professor of Psychology

### **Mentoring Plan: General Principles**

The Department of Psychology faculty members voted unanimously to support the recruitment of a Post-Doctoral Scholar for the University of New Mexico's Inclusive Excellence Post-Doctoral and Visiting Scholars Program (IEPDVSP). The Mentors who were selected to serve as the mentors to Ms. Debrielle Jacques were selected for their unified vision and approach to mentoring, as well as their unique skills and overlapping research interests with Ms. Jacques. All three mentors also have experience in mentoring underrepresented trainees and women in science and are committed to supporting the development and success of Ms. Jacques. Each of the mentors take an individualized and collaborative approach to mentoring, with a major focus on developing relationship trust and validating life experiences. All of the mentors are also selfreflective and will provide a space where Ms. Jacques can tell us when something is not working and to also be open with us when she is struggling and needs more support. The goal of our mentoring team and the mentoring plan is to ensure the successful trajectory of Ms. Jacques in obtaining a tenure-track position and to support her trajectory from obtaining a faculty position, to promotion and tenure, and beyond.

The first part of the mentoring plan will focus on Ms. Jacques' development in preparing her to transition to a tenure-track Assistant Professor position, as well as supporting her in her trajectory for a successful mid-probationary review and meeting and exceeding benchmarks for tenure and promotion. The second part of the mentoring plan will focus on mentoring of mentors and faculty within the Department of Psychology. Given the many challenges that underrepresented and women faculty face compared to non-Hispanic White male faculty, it is imperative to implement effective strategies that have been shown to be effective in supporting faculty at the departmental level to maximize Ms. Jacques' success and ability to thrive in a tenure-track position.



### Mentoring Plan: Specific Plans for Ms. Jacques

**Developing a Mentoring Roadmap and Plan for Reviews of Progress.** Our goal is for Ms. Jacques to seamlessly and successfully transition into a tenure-track faculty position after 1 to 2 years as a post-doctoral scholar. We will focus on areas of evaluation in the mid-probationary and tenure/promotion review processes and will help her meet or exceed the benchmarks for excellence in scholarly work and teaching as an Assistant Professor. When Ms. Jacques begins in the post-doctoral position, all three mentors and the Department Chair will meet with Ms. Jacques to collaboratively develop a mentoring roadmap for her time during the post-doctoral position. The roadmap will be designed to prepare Ms. Jacques for a successful transition to a tenure-track faculty position. We will develop a mentoring agreement during the initial meeting that will outline the role of each mentor and Ms. Jacques, frequency of meetings with each mentor, and method of contact if rapid assistance is required. The agreement will be revisited during the second semester and changes will be made to the agreement based on experiences and needs of Ms. Jacques. At the initial meeting and all subsequent meetings, which will occur at least every semester, we will also discuss Ms. Jacques' research, teaching, and professional development goals for the coming semester and develop a comprehensive plan for Ms. Jacques' faculty trajectory. During these meetings and in individual meetings with mentors we will also identify research and teaching resources at UNM and in the broader academic community to support Ms. Jacques' development based on her ongoing needs. For example, we may encourage her to take workshops from the Center for Teaching Excellence and Research Success Workshops from UNM ADVANCE. We will also support her in obtaining grant mentoring and grant writing experiences through the Center on Alcohol, Substance use, And Addictions Grant Writing Seminar. We will review Ms. Jacques' progress annually at the end of the Spring Semester. Ms. Jacques' progress will be evaluated and she will receive feedback from all Department Faculty using an adapted version of the College of Arts and Sciences Junior Faculty Evaluation Form (adapted to acknowledge Ms. Jacques' reduced teaching and service requirements).

**Peer Mentoring and Outside UNM Mentoring.** Peer mentoring and mentoring outside of the Department will also be supported and encouraged by connecting Ms. Jacques with other post-doctoral scholars across UNM and in the broader academic community. Dr. Witkiewitz is the Director of the Center on Alcohol, Substance use, And Addictions T32 Pre- and Post-Doctoral Training program and she will invite Ms. Jacques to engage with the other post-doctoral fellows who are supported through that program for peer- and mutual mentoring opportunities. We will also encourage Ms. Jacques to network and receive peer mentorship via programs outside of UNM. Ms. Jacques' UNM mentors will also assist Ms. Jacques in conceptualizing and organizing a mentor network map to help her achieve her goals, including the identification of mentors who are available to support Ms. Jacques in professional development, emotional support, community building, accountability, sponsorship, and research specific interests/goals.



**Connecting to Potential Resources and Mentors Nationally.** Mentors will also work with Ms. Jacques to identify research resources (i.e., small research grants), professional society early career awards, and opportunities to network with potential mentors in the discipline outside of UNM. All three of Ms. Jacques' mentors are active in numerous professional organizations and will actively work to connect Ms. Jacques with other scholars and mentors doing work in her research interest areas. Dr. Witkiewitz is an active member and past President of the Society of Addiction Psychology and serves as Editor of Psychology of Addictive Behaviors. She has extensive experience in NIH grant reviews, has previously served as the Chair and standing member of an NIH Study Section, and is currently on the Advisory Council to the National Institute on Alcohol Abuse and Alcoholism. Dr. Witkiewitz also has connections with many alcohol and substance use disorder researchers and will connect Ms. Jacques with other researchers who have data relevant to Ms. Jacques' interests. Dr. Erickson is an active member of the Society for Clinical Child and Adolescent Psychology and is on the Editorial Board of the Journal of Youth and Adolescence. Dr. Witherington is current President of the Jean Piaget Society and an Editorial Board Member for the International Journal of Behavioral Development, Human Development, and the Educational Psychologist. Through these professional affiliations and networks, each of Ms. Jacques' mentors will be able to connect Ms. Jacques with leaders and professional opportunities in her field, which will prepare her to become a leader nationally in her research area. Once Ms. Jacques is successful in obtaining a tenure-track position we will encourage her application to the National Center for Faculty Development and Diversity Faculty Success Program, which will provide a community and network of individuals to provide additional support for Ms. Jacques in her trajectory of successfully completing milestones for the mid-probationary and tenure/promotion reviews.

**Plan for Preparing a Successful Mid-Probationary and Tenure/Promotion Review.** The UNM Department of Psychology has clear and transparent benchmarks and guidelines to support early career faculty in successfully meeting and exceeding the requirement of demonstrating competence and effectiveness in the areas of teaching, scholarly work, service and personal characteristics, and excellence in at least one of the categories of teaching or scholarly work (See Department Standards and Expectations For Promotion and Tenure attachment below). As noted in our guidelines, "We aim to consider the body of our probationary faculty's work within the broader context in which it was conducted. For example, labor-intensive research, such as community-engaged research or other research with clinical/community populations, will have this context considered as one of the variables when reviewing a candidate's case." We also acknowledge that "diverse types of work will be accepted and valued." We will follow the Department's Probationary Faculty Mentoring Plan (see attachment below) to support Ms. Jacques' development in each of the areas considered for Promotion and Tenure.

*Teaching.* The Department of Psychology values both classroom teaching and mentoring in its criteria for Promotion and Tenure. Mentors will work with Ms. Jacques to decide on a course that Ms. Jacques will teach within her experience and research interest areas. She will teach one course during her time as a post-doctoral scholar at a time that works best within her mentoring



roadmap. Ms. Jacques will be assigned a teaching mentor, who will assist with course selection, and will be available to discuss effective teaching skills, building a course, and advising on how to handle student issues. The teaching mentor will also observe lectures, and provide feedback at the midway point through the course so that any changes can be incorporated. Consistent with our Probationary Faculty Mentoring Plan, at least one additional tenured faculty member will also observe and provide feedback for Ms. Jacques in teaching a course. Ms. Jacques will also be given opportunities to mentor students, including Psychology Honors students, Psychology Independent Study students, McNair Scholars, Post-baccalaureate Research and Education Program (PREP) scholars, and undergraduate and graduate students via the NIMHD-funded Transdisciplinary Research, Equity and Engagement Center for Advancing Behavioral Health (TREE Center). Ms. Jacques will work with her mentors to select those mentorship opportunities that are most aligned with a trajectory of gaining a tenure-track faculty position and succeeding in a tenure-track position.

Scholarly Work. As noted in the Department Guidelines, the "most important component of a research record demonstrating competence, effectiveness, and excellence in the area consists of peer-reviewed publications." Ms. Jacques currently has 2 peer-reviewed publications as first author), 1 publication under review, and 5 papers in preparation (all first author). During her post-doctoral time, Ms. Jacques will be supported in publishing all of the papers that are currently under review or in preparation. Ms. Jacques will also be assigned a research mentor who will review manuscripts prior to submission, explore the timing and ordering of publications (as well as an overall timeline for submitting the papers), suggest publication outlets, and assist Ms. Jacques in responding to peer-reviewer and editorial feedback. A plan for publishing peerreviewed papers and guidance for getting peer-reviewed papers "over the finish line" will also be part of the mentoring roadmap and we will engage all of Ms. Jacques' mentors and the Department Chair in discussions about publishing. Conference talks and external grant funding are also important to include in the portfolio of scholarly work. Ms. Jacques has presented at many conferences, and mentors will work to identify additional presentation opportunities via their professional networks. Obtaining external grant funding will also be an important focus of Ms. Jacques' mentoring plan. Her mentors will work with Ms. Jacques to identify extramural funding opportunities that are aligned with her research interests. Ms. Jacques will have access to the Center on Alcohol, Substance Use, and Addictions 7-week grant writing course that is offered annually. The course offers step-by-step guidance for the preparation of a successful NIH research grant application. With over 30 years of experience obtaining NIH funding, CASAA coinstructors provide invaluable insight and tips on how to submit a successful grant application. For example, Ms. Jacques' interest in how and why children of parents with substance use disorders may experience or develop psychological problems could easily be crafted into a successful R21 NIH application.

**Plans for Investing in the Post-doctoral Scholar.** The Department of Psychology has several ways of investing in Ms. Jacques' development. In addition to committing our faculty mentors to support her development and success in meeting and exceeding benchmarks for faculty success,



she will also have access to the UNM Psychology Research Subject Pool, which provides access to research-credits web-system to recruit participants from undergrad psychology courses, she will have access to datasets from her mentors, and she will be eligible for internal funding via several initiatives, including the Grice Foundation Research Enhancement for Faculty Funding (a \$3000 research award) and the Substance Use Disorders Grand Challenge Pilot Grant funding program (up to \$10,000 for research awards). Ms. Jacques will be provided with an office and access to existing lab space and equipment to support her research needs and interests. The Psychology Department (Logan Hall) is 55,334 square feet, 3-story building located on the University of New Mexico's central campus, near the Departments of Biology and Chemistry. At present, there are 29 laboratories in Logan Hall. Individual faculty are assigned laboratory spaces of approximately 200-400 sq. ft. Logan Hall also houses common research laboratories for research with human participants in the Psychology Clinical Neuroscience Center (PCNC), a Category I Center. PCNC laboratories available for use by all Psychology faculty include two interview rooms (50 sq. ft.), an electroencephalography (EEG) suite (200 sq. ft.), transcranial magnetic stimulation (TMS) laboratory (100 sq. ft.), and a sleep laboratory (250 sq. ft.). Logan Hall houses a computer laboratory with 15 desktop computers available to faculty and graduate students. It also has a shared file server (called Helmholtz); an enterprise NetApp storage system owned by the PCNC and hosted at the UNM Center for Advanced Research Computing (CARC). The system's total usable capacity is 114.4 TB; 57.2 TB of that is data usable space and lives inside Helmholtz. The other 57.2 TB is for backups and lives on the CARC Chama storage system. Helmholtz utilizes the NetApp Snapshot and SnapMirrors features for data availability, integrity and backups.

### Mentoring Plan: Specific Plans for the Department of Psychology

Department of Psychology Record in Championing the Scholarship and Promoting the Careers of Underrepresented and Women Faculty. The Department of Psychology has focused explicitly on championing the success and promotion of underrepresented and women faculty. We have implemented several processes and procedures designed to increase success of underrepresented and women faculty. As noted above, we have developed a policy for Probationary Faculty Mentoring Plans geared toward preparing all faculty members for a successful tenure review. We have also updated the Department's Standards and Expectations for Promotion and Tenure to provide transparent guidelines for the process, and to explicitly acknowledge and value the unique contributions of diversity, equity, and inclusion work and inclusive research practices. The Department also has several policies related to faculty retention and promoting careers. The Variable Teaching Load Policy encourages high levels of research engagement, and a policy for Rewarding Productive Researchers supports four faculty each year for high research productivity or demonstrated improvement in research activity. These individuals select from a "menu" of awards (e.g., course release, research funds). With these policies, which will serve as a model for activities to support Ms. Jacques, 100% of underrepresented faculty and faculty from disadvantaged backgrounds have received tenure and/or promotion, and the majority of faculty with competitive outside offers have been retained.



The Department champions the scholarship of early career faculty and faculty accomplishments via our website and Departmental newsletter, as well as through the Department social media accounts.

**Trainings for Mentors.** As noted above, given the many challenges that underrepresented and female faculty face compared to non-Hispanic and White male faculty, it is imperative to implement effective strategies at the departmental level to maximize Ms. Jacques' chances of thriving in a tenure-track position. Ms. Jacques' mentors will complete DiversityEdu and other women in STEM-mentoring workshops that are available through UNM and the academic community. In addition, all faculty mentors will receive formal training by attending the NIH Faculty Mentor Development Program. Mentors will also complete the trainings offered by ADVANCE and the Division for Equity and Inclusion (DEI) office. Dr. Witkiewitz is a member of the Racial Equity in Science Slack group, which is a community-curated group with 382 members devoted to improving racial and gender equity in science via self-education, supporting early career scientists, and sharing resources for training. Dr. Witkiewitz will share opportunities and resources for mentor development that are shared via the group with all of Ms. Jacques' mentors and the Department Chair.

**Training for Psychology Faculty.** A resource database devoted to diversity, equity, and inclusion trainings and reducing racism and sexism with seminars, readings, and trainings (e.g., "Giving and Getting Career Advice" from the University of Michigan) has already been compiled by the Department of Psychology Faculty Diversity Committee and will be made available to all faculty in the Department of Psychology. The Faculty Diversity Committee has also been active in inviting Departmental Colloquium Speakers on topics of inclusive research, sexism in academia, addressing stigma, and microaggressions. The Faculty Diversity Committee Recruitment, Retention, and Mentoring Sub-Committee has also actively been developing a mentoring training for Psychology faculty and has curated a list of mentoring resources that are specific to mentoring underrepresented and female students and faculty.



# Department Standards and Expectations for Promotion and Tenure

### **Department of Psychology**

The University's Policy on Academic Freedom and Tenure specifies that probationary faculty are to be evaluated in the four categories of teaching, scholarly work, service and personal characteristics. Successful candidates must demonstrate *competence* and *effectiveness* in all four categories, and must have demonstrated *excellence* in at least one of the categories of teaching or scholarly work. The descriptions contained in this document discuss the expectations of the Department of Psychology in these four areas, the criteria to be used to judge effectiveness and excellence, and the standards to be applied to these criteria.

Importantly, the department recognizes that high quality research, teaching, and service come in many forms. We aim to consider the body of our probationary faculty's work within the broader context in which it was conducted. For example, labor-intensive research, such as community-engaged research or other research with clinical/community populations, will have this context considered as one of the variables when reviewing a candidate's case. This does not suggest that quality will be compromised, but simply that diverse types of work will be accepted and valued.

### Research

*Peer-reviewed publications.* The most important component of a research record demonstrating competence, effectiveness, and excellence in this area consists of peer-reviewed publications. Candidates demonstrating these qualities in research will have generated a corpus of work, published or in press, that has had, or promises to have, substantial impact on their field of inquiry. Naturally, not all peer-reviewed papers contribute equally in this regard. Publications can be differentiated based on several criteria:

First, some papers are judged to have *greater potential impact* than others. This feature is, naturally, not perfectly assessed. Nonetheless, there exist several bases by which to judge potential impact: (a) Some papers may have already achieved a substantial impact, as reflected by citations in the scholarly literature. (b) Very recent papers have had little chance to be cited numerous times. In these cases, the science citation journal impact factor (or comparable impact factor; e.g., Scimago) can be used as a rough guide to likely impact. Papers published in higher impact journals contribute more heavily to a record of competence, effectiveness, or excellence than papers published in journals with weaker impact factors. Importantly, given that the range for impact factors (and their interpretation) varies significantly across fields, the impact of journals will be evaluated relative to other journals within the person's field (c) External referees may comment on the importance of papers a candidate has published.



Second, *first-authored papers* contribute more strongly to a person's record of achievement than  $2^{nd}$  or nth-authored papers. However, in some content areas the last/contributing authorship position is reserved for the individual who is responsible for the project. In such cases the "contributing author" position will be viewed similarly to first authorship. Nonetheless, it remains important for candidates to publish as first author on some papers.

Third, papers that are published *independent of graduate or post-doctoral advisors* (or other senior colleagues who have played mentorship roles) offer stronger evidence of ability to conduct publishable research than papers that include these individuals as authors. Relatedly, in many content areas it is important for candidates to publish papers that report data that the candidate has had a major role in collecting at UNM, a local data collection site, or a site that the candidate has played a major role in establishing.

Papers that exhibit all three of these qualities; namely, first-authored papers, published in high impact journals, independent of senior advisors or mentors, offer especially valuable evidence of competence or excellence in research. The reason is simple: Such papers uniquely offer clear evidence of the candidate's ability to independently take the lead in formulating, executing, and communicating the results of a research study judged by peers to be of sufficient quality to be accepted for publication in leading, high impact journals. For this reason, for instance, several papers that possess all three qualities could very well be judged more favorably than a corpus of twice as many papers, half of which were published in high impact journals but of nth-authorship by the candidate, and half of which were first-authored but published in low impact journals.

It is difficult to specify in unambiguous terms the quantity and quality of publications that demonstrate competence/effectiveness or excellence in research. As implied above, evidence of effectiveness requires some first-authored papers in higher impact journals and independent of senior advisors. Ideally, a successful candidate will have published, on average, multiple papers per year, of consistent quality throughout the pre-tenure period, with a substantial number appearing in high impact journals (relative to a person's field), first-authored, and independent of senior advisors or mentors. A record typically would raise concerns about a candidate's effectiveness in producing scholarly work if, even were the record to contain multiple papers per year, including ones in high impact journals and first-authored papers, the record lacked any single paper that was simultaneously first-authored, in a high impact journal, and independent of senior advisors or mentors. A record of excellence requires multiple first-authored publications in high impact journals, independent of senior advisors or mentors.

*Chapters, books, and book reviews.* All papers can contribute to the judgment that a candidate has demonstrated effectiveness or excellence in research. In general, however, publication of chapters in edited volumes (even if first-authored) or book reviews cannot substitute for publication of scholarly articles in high impact peer-reviewed publications. Most untenured faculty do not undertake the writing of a book, whether it be a textbook, a trade book, a popular book, or a research monograph, and perhaps for good reason – their efforts are typically best put



toward execution of research and publication in peer-reviewed journals. The impact of a book on judgment of effectiveness and excellence in research will typically depend on assessment of the extent to which the book's contents contribute intellectually to a person's field of study. (For instance, a monograph putting forward a novel theoretical approach and integrating research findings in important ways could have meaningful positive impact, whereas a textbook typically would not.)

*External grants.* Research in some areas may require external funding and in other areas such funding may facilitate research. Hence, candidates in these areas may have spent considerable time and effort writing grant proposals. Successful grant applications to external agencies (e.g., NIH, NSF), particularly those on which the candidate is a PI, contribute to a record of scholarship demonstrating effectiveness and excellence. Hence, the records of two candidates, one candidate a PI on a funded grant, the other lacking a funded grant application, could be judged differently as a result. At the same time, unlike a strong record of independent peerreviewed publication, grant-getting is neither necessary nor sufficient to demonstrate effectiveness and excellence. Someone with a strong record of independent publication in peerreviewed journals could be judged excellent in research, even lacking grant support. And someone who has obtained a funded grant could, lacking a solid record of independent publication, be judged as not having amassed a record of scholarship indicative of effectiveness.

*Unpublished papers and unfunded grant applications.* Though probationary faculty may be praised for writing and submitting papers and grant applications in annual reviews or other evaluations prior to the tenure evaluation (as these activities represent steps toward achievement in the domain of research), papers that remain unaccepted for publication or grant applications that remain unfunded generally add little to nothing to a tenure candidate's record of achievement. Papers that are in press or grants that are en route to funding (as evidenced by proper documentation), by contrast, will be judged to contribute to the record of scholarly achievement.

**Programmatic research.** A corpus of papers that appears in high quality journals, particularly those first-authored and independent of senior advisors, will be judged as evidencing effectiveness or excellence in research, whether those papers concern related phenomena as part of a systematic "program" of research, or unrelated topics. However, a clear and systematic program of research may be viewed positively by faculty and external reviewers as an indicator of the candidate's likely research trajectory. Moreover, the programmatic nature of a faculty member's research may affect the interest of graduate students in pursuing a degree and their own research interests at UNM, and the ability of a faculty member to attract graduate students may affect their research success here.

*Conference talks and other oral presentations.* Oral or poster presentations at conferences offer valuable opportunities for researchers to disseminate their work, elicit feedback and fruitful discussion about their work, and find new colleagues working on similar topics. Such conference



activities are looked upon favorably in the review process. Still, they do not substitute for peerreviewed publication. Invited addresses or talks, typically initiated based on a candidate's published work, can offer evidence that a candidate's research is having an impact on the candidate's field. They are helpful (though, at the level of promotion to Associate Professor, not necessary) components of a candidate's record.

### Teaching

The demonstration of competence and effectiveness in teaching (and potentially excellence, if the candidate's *teaching* record is being evaluated as the primary area for excellence) is a required characteristic of the successful candidate for tenure and promotion in the Department of Psychology. Achieving such a status does not require one to become a classical orator or an audiovisual technology expert. However, it does require the accumulation of an array of converging evidence that substantiates the claim that the required level of effective teaching has been reached. It is not necessarily expected that a high level of competence will be demonstrated immediately. Rather, since the fact of hiring in the first place is based in part on predicted teaching potential, it is typical that the level of teaching performance by the probationary faculty member will show a positive trajectory during the probationary period. This is especially so during the years leading up to the mid-probationary review. Further, teaching is not an activity that is limited to classrooms and scheduled classes. The dimension of teaching also includes mentoring activities in laboratory and independent study venues, and the willingness and ability to establish respectful and productive relationships with students.

*Classroom teaching.* Several factors are taken into consideration when evaluating a faculty member's classroom teaching. Specifically, the faculty member is expected to: (1) develop and execute up-to-date and accurate course curricula, (2) participate in the departmental teaching mission, typically across a range of undergraduate and graduate courses. Generally, by the time of the tenure review the candidate will have prepared several individual courses, (3) use the agreed-upon methods of course evaluation. These methods should assess the effectiveness of the instructor, the course as a whole, and the content of the course. Typically the university's standard evaluation system (completed by students) will be used as at least one of the instruments of evaluation. If the faculty member wishes to use additional methods for evaluating classroom teaching, they must be approved in advance upon consultation with the probationary faculty member's area head, the department chair, and the teaching mentor, (4) have these standard student ratings evaluated primarily by comparing the candidate's ratings to those of the department and to the college overall. Ratings that consistently exceed the Department of Psychology's mean ratings will be viewed with the highest regard. In interpreting the class evaluations, consideration will be given to factors such as class size, inherent content difficulty, and interest and motivation of students, (5) have lectures periodically observed by senior faculty. Typically observations will take place each semester throughout the probationary period, (6) demonstrate appropriate self-reflection and a plan for remediation upon receiving feedback on teaching, and (7) show evidence of respectful treatment of students, including making reasonable



course demands, reliably setting and keeping office hours, providing timely student feedback, and demonstrating responsiveness to questions and inquiries posed by students. Evidence of this dimension comes from the standard student ratings, but could be influenced by a hertory of student complaints to administrative faculty and staff.

*Mentoring activities.* It is expected that faculty members participate in the training of graduate students throughout the probationary period. Relevant evidence includes serving on thesis and dissertation committees, recruiting students into their own research specialties, and facilitating creative student research activities. The faculty mentor is expected to be able to advance her/her graduate students through to the achievement of their advanced degrees and to facilitate their professional placement. This is seen as evidence of the ability to mentor professional development, which is a central feature of our role in graduate education.

While it is not considered unusual or necessarily problematic for graduate students to change graduate mentors during the course of their training, the consistent inability to retain and develop students through the program may be viewed negatively.

Graduate students will be invited to submit feedback about a candidate. The feedback may be written or verbal. For the latter case, graduate students will be offered a meeting either with the faculty member scheduled to present the candidate's teaching record, or with the Associate Chair for Graduate Education.

The mentoring of honors students and independent study (PSY 499) students is viewed positively as well, but is not generally considered a complete substitute for mentoring graduate students.

### Service

The Department of Psychology does not expect major contributions in the area of service by probationary faculty, and so the department chair will be mindful of placing these faculty on committees requiring limited amounts of work. Service commitments outside the department (e.g., reviewing of journal manuscripts, public lectures, uncompensated professional workshops), while desirable, must be balanced against the faculty member's primary responsibilities in the areas of teaching and research.

While attempts will be made to avoid overburdening probationary faculty with service responsibilities, this should not be interpreted to mean that the contributions of the faculty member in major departmental functions are not expected or valued. Indeed, probationary faculty are expected to attend and fully participate in functions such as departmental faculty meetings, colloquia, and hiring.



### **Personal Characteristics**

"Personal characteristics" constitute a fourth area in which faculty performance is to be evaluated, as required by the Faculty Handbook. As defined in the Handbook Policy on Academic Freedom and Tenure, relevant personal traits are those that influence an individual's effectiveness as a teacher, a scholar, a researcher and a leader in a professional area. One trait that clearly influences an individual's effectiveness as a member of an academic community is collegiality. While independence of thought is valued, respect for others and some level of congeniality affect both how the individual's ideas are received and also the general work environment that the department is trying to achieve. Indeed, a sense of teamwork in contributing to achieving shared goals (e.g., attempting to provide an excellent education to our students) is an important potential benefit of being an academic. The extent to which one's interpersonal skills contribute to a harmonious working environment is thus relevant to judgments about one's suitability for a faculty role.

A second general category of traits that can strongly influence a faculty member's effectiveness relates to the domain of character and ethical behavior (e.g., with respect to the protection of human subjects or the care of animals). Perhaps most fundamental is whether one can be trusted. This is applicable to professional behavior, such as statements made in the classroom and in reports of one's scholarly work. Given that universities exist for the preservation, discovery and dissemination of truth, fidelity--the trustworthiness of one's assertions and work--is indispensable to the faculty role. As expressed in the AAUP Statement on Professional Ethics included in the Faculty Handbook, professors "accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge. They practice intellectual honesty." More generally, the faculty member's role as teacher and member of an academic community carries with it the duty to reflect the best scholarly and ethical standards of the discipline.

One arena in which both independence of thought and interpersonal skills may be manifest is in one's contributions to deliberations in departmental faculty and committee meetings. A willingness to contribute one's own perspective, ideas and work, while also showing due respect for the opinions of others, contributes to the effective functioning as a community of scholars.

Adopted by faculty 10/26/12; revised 4/5/19



### **Department Probationary Faculty Mentoring Plan**

### **Department of Psychology**

Although the Psychology Department has been in the practice of assigning mentors to probationary faculty for many years now, we believe that the department could benefit from a more formal policy to address the mentoring issue. Thus, the faculty have adopted the following mentoring plan for probationary faculty:

- 1. All probationary faculty members will meet formally with the Chair of the Psychology Department at least twice a year to review progress and address concerns. The first formal meeting typically will occur during the first month of the start of the academic appointment in the department. Probationary faculty will be encouraged to meet with the chair (formally or informally) on an as-needed basis as well.
- 2. All probationary faculty will have TWO tenured faculty mentors assigned to them: a *research* mentor and a *teaching* mentor. These two mentors will be assigned within one month of the start of the new faculty appointment in the department. The selection of the mentors will be a collaborative process between the Chair of the Psychology Department and the probationary faculty member.
- 3. The Chair of the Psychology Department will contact the identified mentors and ask them to serve in those positions. The associated obligations (outlined below) will be reviewed at that time. The chair also will check in at least annually to see whether the probationary faculty/mentor fit seems appropriate and productive, and whether the meetings have been occurring as outlined (see # 4).
- 4. Mentors will be expected to meet formally with the probationary faculty member at least twice a year. It is the probationary faculty member's responsibility to make sure that these two meetings are held (with the chair's assistance, if needed). Some mentor/probationary faculty dyads may decide to meet more often.
- 5. The exact duties of mentors will vary somewhat in accordance with the perceived needs and interests of the probationary faculty member. However, generally both the research and the teaching mentors are expected to spend some time discussing the balancing of job responsibilities and general career planning.



- 6. The overall goal for the research mentor is to support/guide the development and implementation of a systematic program of research and a record of scholarly accomplishments suitable for tenure. Examples of duties of the *research mentor* include:
  - reviewing manuscripts prior to submission
  - exploring the timing and ordering of publications as well as an overall timetable for them
  - suggesting publication outlets (e.g., including consideration of impact factors)
  - discussing order of authorship on papers
  - offering guidance on grant proposals
  - discussing study designs
  - offering recommendations for graduate student mentoring
- 7. The overall goal for the teaching mentor is to support/guide the development of effective teaching skills and a teaching portfolio appropriate for tenure. Examples of duties of the *teaching mentor* include:
  - observing lectures
  - assisting with course selection
  - discussing course outlines and tests
  - advising how to handle problem students
- 8. Although it is not required, in all probability the research mentor will serve as the individual who presents the probationary faculty member's research at the faculty tenure review

meeting, and the teaching mentor will present the probationary faculty member's teaching and service accomplishments.

9. Although teaching mentors will conduct some of the classroom teaching observations for the probationary faculty, various other tenured faculty also will conduct some of these observations. Typically at least one such observation will be conducted each semester. Written feedback will be provided to the probationary faculty member, and the report will be placed in her or her permanent file.

Adopted by faculty on 10/26/12

#### Appendix 24

The NIH Faculty Institutional Recruitment for Sustainable Transformation (FIRST) initiative aims to transform institutional culture by developing communities of biomedical researchers and supporting institutions that are committed to increasing diversity and inclusive excellence. The University of New Mexico (UNM) is a Hispanic Serving Institution, and a Carnegie Very High Research Activity institution. Thus, recruitment and retention of a diverse biomedical faculty workforce at UNM will align with the NIH mission and will promote inclusive excellence in a majority-minority state where diverse faculty representation will offer role models for female and underrepresented trainees. Research suggests that systemic transformation of institutional culture requires the recruitment and retention of diverse faculty through evidence-based practices, as well as the education of all faculty and adminstrators in diversity, equity, and inclusion. The UNM FIRST program will hire nine early career faculty across six departments in the UNM College of Arts and Sciences, including Psychology. The cohort will consist of two interdisciplinary clusters: neuroscience and data science. The central hypothesis is that this faculty cohort model will successfully hire and retain a diverse cohort of early career faculty and the changes implemented as part of the UNM FIRST program will support the enhancement of inclusive excellence practices across UNM. The long-term goal of the UNM FIRST program is to increase the diversity of the biomedical faculty workforce at NIH while building on recent progress toward inclusive excellence in our institutional culture. The implementation of the UNM FIRST program faculty cohort hiring model within the context of a public institution in a majorityminority state that has already begun changing the institutional climate and culture to increase inclusive excellence is an innovative feature of the UNM FIRST program. As part of UNM FIRST a series of exciting new developments have been carefully planned in order to facilitate the recruitment and retention of faculty from historically underrepresented racial and ethnic minority groups, as well as those who are underrepresented in their fields (e.g., females in Math and Physics). Senior UNM administrators and several UNM Leadership Team members have worked tirelessly over the past year to craft a solid, supportive environment and strategies for this program is a testament to the university's commitment to the UNM FIRST program objectives. For example, the UNM FIRST program has built upon existing ADVANCE initiatives that support departments in creating policies designed to hire and support diverse faculty and is currently in the process of developing individualized mentoring plans and mentoring teams, adopting retention plans, explicitly valuing inclusive research and incentivizing diversity, equity, and inclusion efforts, and working with departments to create incentive structures that support research workloads. Importantly, the large number of departments involved in the UNM FIRST cohort (almost 1/3 of the UNM College of Arts & Sciences) will create movement toward generating a critical mass of faculty that will be committed to building inclusive excellence at UNM. Through these efforts, the UNM FIRST Cohort will lead the field as the next generation of diverse leaders in neuroscience and data science. Diverse science teams make more creative, ground-breaking discoveries than non-diverse teams. The UNM FIRST cohort will make transformative discoveries in NIH priority areas of fundamental neuroscience, including how the brain functions in health, aging and disease, and in applied neuroscience by discovering new drugs and interventions. The broad range and complementary expertise across all six UNM FIRST departments will accelerate discoveries and increase the probability of transforming the field and UNM's culture.

The Psychology Department was a model for UNM FIRST with respect to several innovative approaches for promotion and retention of female faculty and faculty from minoritized racial and ethnic groups at UNM. These efforts resulted in the hiring, promotion, and/or retention of 8 diverse faculty in the Department of Psychology (nearly 1/3 of faculty in the department). Specifically, the Psychology Department developed a policy for Probationary Faculty Mentoring Plans in which the Department Chair and each early career faculty member collaboratively select two mentors (research, teaching). These mentors engage in specific duties geared

toward preparing the junior faculty member for a successful tenure review. The department's Standards and Expectations for Promotion and Tenure provide transparent guidelines for the process, and to explicitly acknowledge and value the unique contributions of diversity, equity, and inclusion work and inclusive research practices. With these policies in place, which will serve as a model for UNM FIRST program activities, 100% of URM faculty and faculty from disadvantaged backgrounds have received tenure and/or promotion in the Psychology Department, and 100% of URM faculty and faculty from disadvantaged backgrounds with competitive outside offers have been retained.

### Appendix 25 FACILITIES AND RESOURCES

### Center on Alcohol, Substance use, And Addictions (CASAA)

**INSERT NAME HERE** holds an appointment at the Center on Alcohol, Substance use, and Addictions CASAA). CASAA is one of three University-wide research centers that are multi-disciplinary in nature and focuses on all aspects of addictions research, and is the only University-wide high research activity research center with a social science focus. CASAA is an integral part of The University of New Mexico's research mission and has been established as a high priority research center at UNM for over 30 years. CASAA's areas of research expertise include treatment outcomes research, mechanisms of behavior change, Fetal Alcohol Syndrome research, DWI prevention research, adolescent and young adult substance use disorder prevention research, web-based interventions, implementation science, and harm reduction research.

### Space

Office INSERT NAME HERE has a private research office. Administrative offices for Accounting, HR, Contracts & Grants, Directors and support staff are also located in CASAA.

<u>Meeting Space</u> CASAA offers multiple group meeting locations to facilitate research. The rooms are available for investigator and team meetings, research seminars and other research gatherings, and support in person, virtual, and hybrid meeting types. Smaller private rooms are available for small group meetings and one-on-one participant and stakeholder interactions.

#### **Computer and CASAA IT Resources**

The CASAA network is part of the University of New Mexico (UNM) network connected through a gigabyte (GB) fiberoptic backbone. This network is behind a Unified Threat Management (UTM) firewall appliance. Several security features are utilized, such as wireless connection with six access points covering the entire building, firewall rules configured for URL filtering and intrusion prevention, and the wired and wireless networks segmented to restrict communication between subnets. The CASAA network and network equipment are managed and monitored by the UNM-IT Network Group.

CASAA does not store data or have any on-premise servers. All data and servers are hosted at the Main Campus UNM data center, which provides the highest level of security and 24/7 management support. A monthly service fee is charged for five terabytes of file storage space and one Linux virtual server for web hosting. These services include a nightly backup of the files and server; backups are retained for 180 days.

CASAA uses two cloud-based endpoint management solutions, Intune and JAMF, to manage 58 Windows and Macintosh computers. All new computers are installed with a UNM standard image and applications. They are encrypted and monitored for malware. Access to CASAA computing resources requires UNM credentials and authentication. Additionally, a virtual private network (VPN) connection is needed from remote locations.

CASAA employs IT staff to support faculty, students, and staff with computing needs. They are the primary support for file access, computer, printer, document scanning, and network connectivity issues. They serve as data custodians and keep access control to CASAA's files. They also maintain the CASAA website and a web server. Any matters related to the account being locked out or email problems will be escalated to Main Campus UNM-IT for support.

<u>Center for Advance Research Computing (CARC)</u>. The UNM Center for Advanced Research Computing (CARC) supports high performance and data intensive computing by the entire UNM community. Resources available to support this project include the 300-node/2400-core Wheeler compute cluster, the 32-node Xena NVIDIA GPU cluster, and the Taos condo compute cluster. These systems host a wide range of software packages for use by the diverse community of UNM researchers, including traditional scientific computing applications, state-of-the-art data analytics and machine learning systems, and interfaces such as Jupyter, R, and Parallel Matlab for new application domains in the long-tail of science. This allows CARC systems support the broad range of UNM research computing needs from single-node data analysis to capacity HPC to complex big data and scientific computing applications.

In addition, CARC and UNM Libraries also host a VMWare/Cisco/Netapp virtual machine infrastructure that provides support for custom research applications and data storage/management. CARC PIs augment this system with the compute, storage, and software resources needed by their application, PI-focused IT personnel administer the deployed platform, and CARC and Libraries personnel manage the underlying infrastructure, including mirroring hosted VMs and storage to remote data centers when necessary. Development of institutional support for controlled unclassified research in this platform is also under development.

All of these systems are housed in CARC's dedicated research data center with 2 UPS systems and 3 Liebert AC systems; together they provide 270 kVa of UPS capacity and 70 tons of dedicated cooling, maintaining a time window for riding out transient power loss or cleanly shutting down systems in the event of longer outages. Systems in this data center are connected to campus by multiple 10G connections, including a dedicated 10G connection to UNM's Science DMZ research network. Wide-area Internet connectivity to UNM includes 100G connections to the DOE Energy Sciences Network (ESNet) and the Western Regional Network, both through the Albuquerque Gigapop.

### Appendix 26

Headquartered in Albuquerque, New Mexico, MRN is a 501(c)3 non-profit organization consisting of an interdisciplinary association of scientists located at universities, national laboratories and research centers around the world and is focused on imaging technology and its emergence as an integral element of neuroscience investigation. With an extended community of academicians, researchers, graduate students and technicians, the MRN is uniquely positioned with its national infrastructure to link the brightest minds in neuroscience with some of the most cutting-edge neuroimaging capabilities in the world today. Founded in 1998, the MRN's initial plan called for the building of state-of-the-art magnetic resonance imaging (MRI) and magnetoencephalogram (MEG) neuroimaging systems to be applied to studies of mental illness. This important task was carried out by Mind's initial collaborators: Massachusetts General Hospital's Martinos Biomedical Imaging Center (Harvard and MIT), the University of Minnesota, the University of New Mexico, and Los Alamos National Laboratory. Since both the Network and the mission have expanded beyond building neuroimaging tools, a comprehensive understanding of mental illness and more fundamental and systematic understanding of the brain is possible. MRN is housed at Domenici Hall at the far north side of the UNM campus (approximately 25 minute walk from Logan Hall).

MRN houses three large computer laboratories are dedicated to data acquisition and analysis for spectroscopy, functional MRI (fMRI), molecular MRI (mMRI), diffusion tensor imaging (DTI), EEG, MEG, and genetics. MRN's computing infrastructure consists of approximately 400 computers and more than 250 TB of network-attached storage that consolidates all research data to facilitate easy access and retrieval. Scientific end users are able to access MRN's network, enabling sharing of data across Windows, Linux, and Macintosh platforms. The data center houses several large, shared memory systems (48 and 24 cores with up to 160 GB RAM) as well as Linux compute clusters and grid computing capability. Additionally, over 30 image-analysis and neuroinformatics applications are installed and administered uniformly across all workstations. Data center power is filtered and backed by a 3 phase APC Symmetra PX 60 kW n+1 Uninterruptible Power Supply (expandable to 80 kW n+1). Data center air conditioning and power is protected by a diesel generator for emergency power, and all power and cooling systems are monitored by IT staff 24/7.All desktop workstations communicate with MRN's data center and network-attached storage via dual, redundant fiber links. MRN is connected to the Internet (and Internet2) via a gigabit fiber link on UNM's campus which connects to various regional networks at 10Gbps. A privately managed backup Internet connection provides business continuity in the event of an extended outage. A Virtual Private Network allows researchers and collaborators to access MRN computing resources remotely through a secure encrypted link. Data acquisition computers across all modalities (1.5T Mobile, 3T, MEG, EEG) have standardized stimulus delivery systems (e.g., pupillometry, audio, video and time coding).

Principal equipment includes :

<u>Siemens Avanto 1.5 Tesla Mobile MRI Scanner</u>: The Avanto is the most advanced system of this strength in the Siemens product line. It features an ultra-short, 150 cm-long whole-body superconductive 1.5T magnet, with 5th generation active-shielding technology with counter coils, External Interference Shielding and excellent homogeneity (based on 24 plan plot, 50 cm DSV type, 0.8 ppm). The system comes equipped with a 12-element Matrix head coil capable of ultra-

fast parallel acquisition in 4- (CP mode), 8- (dual mode) or 12- (triple mode) channel settings. This MR system is integrated into a trailer equipped with functional imaging capabilities.

The base Avanto system was upgraded to include the SQ-engine Gradient System with AudioComfort. The SQ-engine gradients have a maximum amplitude of 45 mT/minute for the longitudinal direction and 40 mT/minute for horizontal and vertical directions; the gradient slew rate is 200 T/m/second with a minimal rise time of 200 microsecond (from 0 - 40 mT/m amplitude). AudioComfort is an acoustic noise buffer that leads to a 30 dB attenuation of gradient noise (compared to conventional systems that lead to a 97% reduction in sound pressure) - a great benefit to functional imaging studies. The system is capable of BOLD EPI, diffusion-tensor imaging (DTI), perfusion and diffusion imaging, and spectroscopy.

The mobile scanner is equipped with a 128-channel BioSemi ActiveTwo electrophysiology system for recording high-density EEG during the performance of cognitive tasks (<u>www.biosemi.com</u>). Electrode caps for four different head sizes are maintained with the system. Software from Neurobehavioral Systems (<u>www.neurobs.com</u>) is available for precise presentation of visual and auditory stimuli and online monitoring of behavioral performance. The event-related potential software system ERPSS (courtesy of Steve Hillyard, UCSD, San Diego, CA) and EEGLab (courtesy of the Swartz Center for Computational Neuroscience, UCSD, San Diego, CA) are available for analysis of the EEG data.

In addition to the stimulus delivery and data acquisition equipment described above, the mobile data-acquisition system includes a group of centrally managed remotely operated PGP-encrypted tablet PCs for psychological assessment, digital video, and document imaging in forensic populations. Also installed, are the Biopac MP150 Data Acquisition System (BIOPAC Systems Inc., www.biopac.com) and the GSR EDA Galvanic Skin Response Amplifier (GSR100C; BIOPAC Systems Inc, www.biopac.com) in order to provide reliable and consistent real-time monitoring of skin conductance responses.

Siemens 3T Prisma with Total Imaging Matrix (TIM) Application Suite: The Prisma 128-channel system represents state-of-the-art in MRI hardware. It is capable of BOLD EPI, diffusion-tensor imaging, arteriole spin labeling, perfusion and diffusion imaging, and spectroscopy. We are equipped with a 64-channel head and neck coil and the strongest gradients currently available for a 3T machine. With 128 usable receiver channels as standard, the system allows for the use of 48 to 64 current-phased array coils to improve sensitivity and speed of acquisition, and is ready for future coil designs with more than 64 elements. Fast imaging with the human connectome multiband sequence is supported. Also installed are the Biopac MP160 Data Acquisition System (BIOPAC Systems Inc., www.biopac.com), the GSR EDA Galvanic Skin Response Amplifier (GSR100C; BIOPAC Systems Inc, <u>www.biopac.com</u>) to provide reliable and consistent real-time monitoring of skin conductance responses and Carbon Dioxide Measurement Amplifier (CO2100C; BIOPAC Systems Inc, <u>www.biopac.com</u>) for real time monitoring and data collection of exhaled CO<sub>2</sub> levels for use in assessment of cerebrovascular reactivity. The 3T also has the capability for concurrent EEG/fMRI using the BrainAmp MR system from brain products. This system is interfaced to an MR-compatible patient monitoring unit featuring pulse oximetry, heart rate monitor, O<sub>2</sub>, CO<sub>2</sub>, NO, and halothane measurement, blood pressure monitor and EKG (OmniTrak, InVivo Research, Inc. Orlando, FL).

Software from both Neurobehavioral Systems (Presentation; <u>www.neurobs.com</u>) and Psychology Software Tools (E-Prime 3; https://pstnet.com/products/e-prime/) are available for precise presentation of visual and auditory stimuli and online monitoring of behavioral performance.
Elekta Neuromag 306-channel whole-cortex MEG system (www.elekta.com): This 306 channel MEG system is comprised of 204 planar gradiometers and 102 magnetometers and is capable of collecting up to 128 channels of simultaneous EEG data at up to 5 kHz sampling frequency. This system has real-time motion correction reducing spatial blurring. The data analysis pathway is also established using a multi-dipole, spatio-temporal modeling technique - CSST [e.g.2-8] and time frequency analysis using Fieldtrip. MEG data will be digitized at 1000 Hz with an online filter (0.1 - 300 Hz). The continuous data will be processed using the Neuromag software and MNE9. The data set is low-pass filtered at 50 Hz. Epochs with large magnetic artifacts will be removed and eye-blink projectors will be used to remove eye-blinks10. The planar gradiometers provide sensitivity to sources close to the sensor array whereas the magnetometers provide sensitivity to distant sources, including sources originating from the small head of a child. This provides additional advantages over previous gradiometer-only systems. This system has 24 bit A/D conversion providing the largest dynamic range of currently-available MEG systems. The Elekta Neuromag also comes with specialized software that provides real-time head movement correction allowing for even relatively large head movements within the sensor array without loss of spatial resolution. The same software also provides novel artifact rejection methods, allowing for data collection from a wide range of patient populations - including pediatric patients and epilepsy patients with implanted vagal nerve stimulators.

<u>EEG System:</u> MRN has a 128-channel BioSemi ActiveTwo electrophysiology system for recording high-density EEG during the performance of cognitive tasks (<u>www.biosemi.com</u>). Electrode caps for four different head sizes are maintained with the system. Acquisition computers use BioSemi software to record EEG data and all stimulus and behavioral response codes for later analysis. Software from Neurobehavioral Systems (<u>www.neurobs.com</u>) is available for precise presentation of visual and auditory stimuli and online monitoring of behavioral performance. The event-related potential software system ERPSS (courtesy of Steve Hillyard, UCSD, San Diego, CA) and EEGLab (courtesy of the Swartz Center for Computational Neuroscience, UCSD, San Diego, CA) are available for analysis of the EEG data.

<u>TMS System:</u> MRN owns a Localite TMS Navigator (Magventure A/S, Farum, Denmark) loaded with the NeuroNav software suite and equipped with the Polaris SPECTRA position sensor. This system allows for targeted stimulation of a number of cortical gray matter areas based either on a standard template or on a subject-specific basis by integrating structural and functional data collected on MRN's 3T Prisma MRI. The Localite system is used in conjunction with a Magventure MagPro X100 to preform TMS stimulation protocols.

<u>Medoc PATHWAY Pain and Sensory Evaluation System</u>: PATHWAY is a mobile system with an integrated cooling unit and MRI-compatible/MRI-safe ATS thermo mode. PATHWAY software permits detailed experiment design and execution TTL-linked to fMRI acquisition.

<u>Mind Input Device:</u> All MRN imaging modalities are outfitted with a fiber-optic subject-response device, developed and patented at MRN. This device is specifically designed for use in an fMRI or MEG environment, and is a complete system – with response cast, optical amplifiers, and interface boxes. The thermoplastic response cast, which is secured to the forearm by a Velcro strap, consists of 100-percent plastic and fiber-optic parts, making it magnetically and RF inert. Five optical buttons are contained inside the cast. A 50-foot optical cable connects the cast to amplifiers placed outside the magnet room, keeping the testing and the signal free of any interference. Features of MRN's Mind Input Device include: LEDs provide instant visual feedback to the experimenter to ensure that the subject is responding correctly; compatible with E-Prime, MEL Professional NBS Presentation and other leading stimulus-delivery software packages; compatible with external data-acquisition systems like PowerLab, BioPac, LabVIEW, etc.; MRI-

compatible/MRI-safe for fMRI and MEG applications; non-magnetic and non-metallic; and no RF interference, so no RF Filters needed.

<u>Thermo Scientific Multifuge X Pro-MD</u>: This benchtop touch screen centrifuge is refrigerated ( $10 \,^{\circ}C$  to  $+ 40 \,^{\circ}C$ ) with run time of up to 100 hours. It can be pre-programmed with simple or multi-step programming. This model can be used with either fixed or swing-out rotors and can accommodate a variety of samples such as blood tubes, conical tubes, microplates, and BioBottles. The maximum RCF for the fixed angle rotor is 25830 x g and 7164 x g for the swing-out.

<u>Illumina iScan</u><sup>TM</sup> system for genetic, epigenetic and gene expression analyses. This scalable platform facilitates analyses from whole-genome to focused targets and can accommodate standard and custom panels for RNA and DNA analysis. Whole genome genotyping/CNV/LOH analyses are conducted through use of the Infinium assay and an assortment of bead chip types that include 700K up to 5 five million markers covering up to 99% of the variation in the human genome. GoldenGate and iSelect assays can be customized to probe from 96-1M SNPs. The iScan system also allows for epigentic (methylation) analyses for 27K and 450K CpG sites across the human genome. Illumina's Genome Studio software allows for direct comparison of mRNA gene expression results with methylation results allowing for easily visualization of gene regulation and expression. The range of detection offered by the Illumina model allows for reduced input and reagent requirements, while preserving data quality and reproducibility.

<u>Applied Biosystems 7500 real time thermocycler</u> can be used for genotyping single SNPs and gene expression assays.

Standard equipment for DNA extraction, quantification, and storage.

## Appendix 27: Peer Comparison Template (FOR USE IN CRITERION 7)

With the understanding that not all programs are included in every peer institution, the APR Office recommends selecting **3 peer institutions** to use as comparisons.

	Total University Enrollment	Unit Undergraduate Degrees/Certificat es Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificate s Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty (Tenure stream)	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
University of New Mexico	25,890	<ul> <li>BA &amp; AOP</li> <li>BS</li> <li>BAC</li> <li>Minor in PSYC</li> </ul>	1550 including AOPS	Ph.D.	66	25	
Arizona State University	142,616	• BA • BS	3,352: BA & BS	<ul> <li>MA</li> <li>MS</li> <li>Certificate</li> <li>Ph.D.</li> </ul>	225: MA, MS, Certificate, & Ph.D.	58	
Florida International University	55,582	<ul> <li>BA</li> <li>BS</li> <li>Minor Psych</li> <li>Certificate</li> </ul>	4,928: total	<ul><li>MS</li><li>Ph.D.</li><li>Certificate</li></ul>	357	38	
New Mexico State University	14,268	<ul> <li>BA</li> <li>Minor Psychology</li> </ul>	602: total	• MA • Ph.D.	41	11	

	Total University Enrollment	Unit Undergraduate Degrees/Certificat es Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificate s Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty (Tenure stream)	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
Oklahoma State University	24,692	• BA • BS • Minor Psych	1,119 Psychology majors, 72 Pre- Psychology majors	Ph.D.	65	24	
Texas A&M University	74,829	•BS •BA •Neuroscience Behavior & Cognitive	BS & BA: Est 2,000 Neuroscience: Est 120	• MS • Ph.D.	110	43	
Texas Tech University	40,528	<ul> <li>BA</li> <li>BS</li> <li>BA Psychology + Accelerated MA Human Factors</li> <li>Minor</li> </ul>	1,516 BS & BA	Ph.D.	121	27	
The University of Tennessee	33,805	• BA • BS	1773 BS & BA	• MA • Ph.D.	111	36	
The University of Texas at Austin	52,384	• BA • BS	1,551: BA & BS	• MA • Ph.D.	• 25: MA • 69: Ph.D.	57	

	Total University Enrollment	Unit Undergraduate Degrees/Certificat es Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificate s Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty (Tenure stream)	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
The University of Texas at El Paso	23,880	• BS • BA	1385: BS & BA	• MA • Ph.D.	• 5: MA • 47: Ph.D.	23	
University of Arizona	51,134	<ul><li>BS</li><li>BA</li><li>Certification</li></ul>	2,080 and 769 Pre/Psych Science/Tucson	Ph.D.	11	38	
University of California- Riverside	26,809	• BS • BA	579: BS &1,780: BA	• MA • Ph.D.	• 2: MA • 134: Ph.D.	39	
University of Colorado- Boulder	41,205	• BS • BA	3,408: BS & BA	Ph.D.	96	57	
University of Colorado- Denver	13,481	• BS • BA	905: BS & BA	Ph.D.	31	23	

	Total University Enrollment	Unit Undergraduate Degrees/Certificat es Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificate s Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty (Tenure stream)	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
University of Houston	46,700	<ul> <li>BA</li> <li>BS</li> <li>Pre-Psychology Degree</li> </ul>	<ul> <li>434: BA &amp; 1,092: BS</li> <li>1,387: Pre- Psychology degree</li> </ul>	<ul> <li>Post-Bacc Pre- Psychology Degree</li> <li>Post-Bacc BA</li> <li>Post-Bacc BS</li> <li>Ph.D.</li> </ul>	<ul> <li>7: Post-Bacc Pre- Psychology Degree</li> <li>5: Post-Bacc BA</li> <li>9: Post- Bacc BS</li> <li>116: Ph.D.</li> </ul>	41	
University of Iowa	31,317	• BA • BS	1305 BS & BA	Ph.D.	68	38	
University of Missouri- Columbia	31,318	• BS • BA	1221 BS & BA	• MA • Ph.D.	73	34	
University of Nebraska- Lincoln	23,805	• BA • BS	1044 BS & BA	Ph.D.	99	34	

	Total University Enrollment	Unit Undergraduate Degrees/Certificat es Offered	Unit Undergraduate Student Enrollment	Unit Graduate Degrees/Certificate s Offered	Unit Graduate Student Enrollment	Total # of Unit Faculty (Tenure stream)	Status/Ranks/ Comparisons (i.e., program goals, curriculum, faculty, and students, etc.)
University of Utah	34,705	• BA • BS	1,995 BA & BS	• MA • Ph.D.	• 21: MA • 56: Ph.D.	39	