Graduate Program Review
2010-2011

Department of Psychology
Susan Hendrick, Chair

College of Arts and Sciences
Lawrence Schovanec, Dean

November 2010
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   DEPARTMENT COMPLETES
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   including description of body and accreditation specifics.
   DEPARTMENT COMPLETES

VI. Conclusions – a one- to two-page summary of the observed deficiencies and needs identified by your review. Highlight areas of greatest need and areas of significant contributions.
   DEPARTMENT WRITES

VII. Appendices – should include, but not be limited to, the following:
Table of Contents
A. Strategic plan
   - Attachment from Strategic Planning website
B. Graduate Course Offerings (table)
   DEPARTMENT COMPLETES
C. Graduate Student Handbook
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D. Graduate Student Association(s) - Description and information
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   DEPARTMENT ATTACHES COPIES
I.  **Program Overview** – A one to two-page summary of department’s vision and goals.

**Overview of the Department of Psychology:**

The Department of Psychology has a long and documented record of providing effective graduate education. We attract excellent graduate students, with outstanding academic records, from strong colleges and universities. The vast majority of these students do very well in their graduate studies at Texas Tech University, they serve with talent and grace as graduate student instructors and TAs, they collaborate on important research and conduct excellent master’s theses (or the equivalent) and doctoral dissertations, and they provide a wide range of services to the department, college, university, and community. Moreover, Psychology has the largest doctoral program on campus, with 119 doctoral students currently enrolled (fall 2010) in our Clinical Psychology, Counseling Psychology, and Experimental Psychology PhD Programs. In summary, our excellent graduate students have always been one of the cornerstones to our outstanding graduate degree programs in Psychology.

Our doctoral students in Psychology come here with strong GPAs, GRE scores, academic experiences, and letters of recommendation that will compare favorably with any academic unit at Texas Tech University. They come from a broad array of undergraduate settings, including well-regarded liberal arts colleges, large state research universities, private research universities, and elite higher education institutions of every type. The vast majority of these students do extremely well in their studies, teaching, research, and service at TTU. Almost all of them find appropriate employment within one year of their doctoral graduation. A majority of the Clinical and Counseling graduates move on to applied jobs in hospitals, clinics, agencies, schools, and other organizations. A substantial minority of these Clinical and Counseling graduates, however, move to academic jobs at colleges, universities, and academic medical centers. A majority of the Experimental graduates move on to academic jobs at small and large colleges, regional and research universities, and other academic settings. However, a substantial minority of these Experimental graduates—particularly in Human Factors Psychology, but also in Applied Cognitive Psychology and Social Psychology—move on to applied jobs in government, industry, large companies, regulatory agencies, consulting firms, and so forth. Feedback that we have received from various sources during the period of this review—and actually also during the last 40 years—indicates that most of our doctoral graduates do well in the job world. They are often described as hard-working, effective, poised, articulate, professional, and gracious. We are very proud of our doctoral graduates.

The Department of Psychology also has a long and established record of having gifted, hard-working and successful faculty members. We currently have 29 tenured or tenure-track faculty positions in Psychology, including the position for a new Department Chair to begin September 2011. A search for this new chair, which is national in scope, is already underway. The Psychology faculty members consistently have records as excellent teachers, and they are highly-effective in their teaching. For example, we currently have 12 members of the TTU Teaching Academy (43% of the current psychology faculty), which is a peer-reviewed association of approximately 15% of the University faculty, and which supports and promotes teaching excellence in numerous ways. Our current faculty also boast a winner of the President’s Excellence in Teaching Award, a past-president of the Teaching Academy, a department-wide...
award from the Teaching Academy for overall teaching excellence in Psychology, 100% membership of the Psychology faculty on the TTU Graduate Faculty (peer-reviewed for teaching excellence, and for strong standing as scholars and researchers to teach graduate courses), and other indicators of teaching excellence. Furthermore, our Psychology faculty colleagues do a lot of graduate teaching. Virtually all Psychology faculty members teach at least one organized graduate course per year, some teach several such courses per year, all serve on dissertation committees, and some serve on 15-20 dissertation committees per year (department M ~ 4.5 dissertation committees per year, per faculty member). In summary, the psychology faculty members are frequent contributors to graduate education at TTU and they are outstanding teachers.

The Psychology faculty members have also been very successful in research. For example, we consistently publish more than 100 refereed journal articles and several books per year (e.g., M = 4.37 & 4.50 publications per faculty member, in 2009 & 2008), submit many grant proposals (e.g., M = 32 proposals in 2009, requesting over $5M total in grants) and get some of them funded, serve on numerous prestigious editorial boards (e.g., 9 editors or associate editors of journals and book series, and members of 35 journal editorial boards in 2009, including some of the most prestigious journals in psychology, such as a ½-dozen APA-journals, and journals of the Human Factors Society and Social and Cognitive Psychology Associations), and present well over 100 convention papers per year at national conventions. Our Psychology faculty colleagues include two Horn Professors, a recent Fulbright Scholar, several colleagues who are among the most-cited psychologists in their research specialties in the nation, a number of colleagues who have attracted large amounts of external grant support for research and training (e.g., two recently-funded training grants have totaled over $600K and $300K), authors and editors of several books with prestigious publishers (e.g., APA, Oxford, Guilford, Routledge, Sage, etc.) which have been well-received by the academic community, and many colleagues serving as expert consultants for a large number of pro-bono service requests. Some of this research success, of course, is reflected in the work of our faculty at more-senior levels. But our more-junior faculty members are also quite successful in research. For instance, as just one of many possible examples, one of our junior faculty members recently won a “Distinguished Research Award” from APA for her 2009 publication in the APA’s Journal of Experimental Psychology. This is an elite and long-standing journal in psychology, with a strong impact factor of about 4. In summary, the Psychology faculty members are outstanding researchers and scholars.

In our assessment, Psychology faculty members provide a remarkable amount of service to the department, college, university, regional, state, national, international, service organization, and professional communities. Some of our faculty members routinely serve on 10-15 department, college, and university administrative committees at TTU per year. During the period under focused review for this Graduate School Report (2004-2011), our Psychology faculty colleagues have provided significant service on campus— but beyond Psychology—and, for example, have included Psychology faculty members serving as the Dean of the College of Arts and Sciences, the Interim Provost, an Associate Vice President for Research, two Chairs of the IRB, Presidents of two APA Divisions and of the Constructivist Psychology Network, Co-Director of the TTU Institute for Pragmatism, Supervisors for three large graduate training programs (assessment and intervention services) at the UMC Cancer Center, the Lubbock Psychology
Regional Mental Health and Mental Retardation Hospital and Clinics and the Lubbock Probation Office, Chair or Interim Chair of two CAS departments besides Psychology, Members of the Dean’s Tenure and Promotion Committees in CAS and Human Sciences, and so forth. To list all of the administrative assignments and committees that Psychology faculty colleagues serve on within the Department of Psychology would be far too long a list for this report. Suffice it to say that all Psychology faculty members serve on these committees, most serve on several of them, and some serve on over 10 per year. Our faculty members are quite active in service at the regional, state, national, and international levels, including volunteering at local agencies, serving on state and national committees, consulting and mentoring with colleagues throughout the world, and providing pro-bono service regarding expert consulting in many settings. Several of our colleagues have won service awards for this work, including the TTU President’s Higher Education Community Service Honor, the Texas Psychological Association’s Service Award, numerous Appreciation Awards from APA, Human Factors Society, etc., and we have a total of 19 faculty colleagues who served on national, professional association committees in 2009. We should add to this list the 9 editors and 35 editorial board memberships that were noted earlier in this report, for 2009 alone. In summary, Psychology faculty members do a tremendous amount of service at all levels. We are proud of this faculty service, advising, and mentoring. Furthermore, it has many positive influences, including on graduate education at TTU.

Finally, we should note that the Department of Psychology has been fortunate to have a very effective and hard-working staff, for many years, including for the period of this review. We presently have 5 full-time staff members in the department, including a Department Business Manager, Senior Undergraduate Advisor and Advising Office Manager, Psychology Clinic Manager, Senior Main Office Manager, and Senior Main Office Associate Manager. (The exact staff titles change from time-to-time, but the previous titles accurately capture the primary staff duties of each staff colleague.) Our Psychology staff colleagues work very hard, they get things done correctly and on time, they are skillful and resourceful, and they are a joy to work with. In summary, we have great staff members.

Scope and Recent Changes in the Department of Psychology:

As with any vibrant, large, and complex academic department, the Department of Psychology has gone through some changes during the period of the review (2004-2011). For example, we currently have 5 tenure-track Assistant Professors on our faculty that were hired during this interval, and they are doing very well, along with one faculty hire in 2006 that has already been promoted to tenured Associate Professor. We have had a total of 9 Assistant Professors that have been promoted to Associate Professor and awarded tenure during this interval. And we have had 3 Associate Professors that have been promoted to Full Professor or are under review for such a promotion now (academic year 2010-2011); these totals are for the 2004-2011 time period of the Graduate School Review. We have also had 6 Full Professors retire or move to other universities during the period of this review, with 4 retiring and 2 moving to other strong universities (Georgia Institute of Technology and University of Utah). And we have had one other tenured faculty colleague move to another university during this period (2004), taking a promotion from Associate to Full Professor and administrative appointment as Director of Clinical Training at Suffolk University in Boston. In summary, we have had a considerable amount of faculty recruiting and promotion during the interval of the review. Our faculty colleagues have been successful regarding these recruitment and promotion issues during
the review period, with a total of 10 promotions approved in previous years and 2 promotion
candidates this year (totals = 9 to associate and 3 to full), 9 awards of tenure, and 6 very-
successful faculty hires during the review period of 2004 to the present (with 1 of these
colleagues already promoted to tenured Associate Professor).

We have had a large number of doctoral students graduate with approximately 10-15
students graduating with their PhD per year, totaled across the three doctoral programs of
Clinical Psychology, Counseling Psychology, and Experimental Psychology. The Experimental
program has several specialty areas: Applied Cognitive Psychology, Human Factors Psychology,
and Social Psychology. The Clinical and Counseling Psychology PhD programs are fully
accredited by the American Psychological Association (APA), and the Human Factors
Psychology program is fully accredited by the Human Factors and Ergonomics Society (HFES).
In recent years, we have been admitting somewhat larger classes to each of the doctoral
programs, transitioning from the 5-6 new doctoral students in each of the 3 doctoral programs
per year (i.e., 15-18 total new PhD students per year) that was common for Psychology in the
1990s and early 2000s, to the 6-8 new doctoral students in each of the 3 programs per year (i.e.,
20-22 total new PhD students per year) that we have achieved the last few years. Some of this
growth is due to the Psychology Department’s cooperative response to the Higher
Administration’s efforts at Texas Tech, regarding plans to position the University for achieving
Tier One status. This graduate-student growth, of course, has been dependent on increased TA
funding support from the administration, since a competitive, high-quality doctoral program in
psychology—like ours—simply cannot recruit-and-admit strong students unless we also support
them as TAs (or support them through other funding, such as RAs on research grants and Student
Clinicians on training grants). To be competitive, we must also secure waivers of non-resident
tuition and some university fees, and cost-effective benefits such as affordable health insurance.
In our nationally-competitive environment of doctoral psychology education, strong students
expect and receive this kind of excellent financial support—and they should.

Our staff members have been relatively stable during the period of this review, with all 5
current staff members having served the department and university for at least 8-12 years. As
noted earlier, we have an effective and hard-working staff. This is very important for all of the
usual reasons. This is also important because Psychology is large, complex, and forward-
looking—we are always seeking to improve and pursue further excellence in alignment with the
Strategic Plan of Texas Tech University. Witness the following positive statistics about
Psychology at Texas Tech:

In the Department of Psychology, we currently have 29 tenured or tenure-track faculty
members (including a slot for our new chair, F11), about 20 adjunct faculty members, 119
doctoral students (F10, total across the 3 doctoral programs in Psychology), 60-80 of these
graduate students also serve as employed graduate instructors or TAs during the year for TTU, 5-
terminal master’s students (in some of the experimental psychology programs with a
terminal-MA option), about 950 undergraduate majors, hundreds of undergraduate minors, and 5
staff members. We offer over 100 different courses to graduate and undergraduate students. Our
course offerings include a large Introductory Psychology course (Psy 1300), which enrolls
approximately 900-1,500 students per long semester, a broad range of undergraduate courses for
majors and non-majors, numerous Writing-Intensive, Honors, and Research Independent Study
courses for our undergraduate majors, and over 60 graduate courses, seminars, and practica for our doctoral students. We operate a Psychology Clinic, which is a major practicum training site for our doctoral students in Clinical and Counseling Psychology, functions as a community mental health center with approximately two-thirds of the clients coming from the Lubbock community and the rest from the TTU student community, and thereby provides important assessment, counseling, psychotherapy, consultation, and mental-health services to several hundred clients per year. Our fiscal-year (September – August) departmental budget, including all Psychology accounts and summer funding, exceeds $4M. In summary, the Department of Psychology is large, complex, and forward-looking regarding our goals to always improve and seek further excellence within the goals of the Strategic Plan of Texas Tech University.

Mission Statement for Texas Tech University and for the Department of Psychology:

The Mission Statement in the 2010-2020 Strategic Plan for Texas Tech University, adopted by the TTU System Board of Regents, May 2010, is as follows:

“As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research, and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation, and world.” [For more information on the TTU Strategic Plan, and this Mission Statement, see: http://www.ttu.edu/stratplan/ .]

The goals, aspirations, plans, strategies, and day-to-day work efforts of the Department of Psychology at Texas Tech are in very close alignment with the above Mission Statement. Our mission philosophy includes the following goals: We strive to be excellent teachers, advisors, mentors, and consultants in every possible way. We are absolutely committed to our students learning a tremendous amount, being successful, and engaging in excellent work in further educational settings and the international work force. We are committed to conducting research and scholarship that is interesting, important, and ambitious. We strive to conduct and collaborate on research that will make a difference. We are committed to providing skillful and generous service at every level—the department, college, university, region, state, nation, professional community, service organizations, society, and world—that is effective, professional, and kind. In addition, we understand the crucial importance of strong ethics, impeccable integrity, innovative creativity, extensive multi-cultural diversity, positive economic development, and the relentless pursuit of excellence.

Resources to Promote Further Growth and Excellence in the Department of Psychology:

In alignment with the Texas Tech University goals to grow, improve and prosper, including reaching 40,000 students on campus by 2020, the Department of Psychology is well-positioned to pursue these goals also:

We receive more graduate applications for our doctoral programs in Psychology than most of the departments in CAS, put together. For example, last year, we received 291 applications for our doctoral programs in Psychology. Many of these applicants are highly-
qualified and very strong. Therefore, with a substantial increase in TA funding, building space, operating budget, full-time tenure-track faculty positions, and staff members we could accordingly pursue a substantial increase in our total number of doctoral students. These additional doctoral students would be truly excellent students—just as the current ones are. This growth in Psychology would also mesh very well with the University goals to move to Tier One status, and thus to graduate over 200 PhD students per year, increase overall student enrollment, publish more research, apply for more grants, receive more external research funding, improve globally in research and scholarly stature, enhance academic fund raising, and generally take on a more-prominent place among the elite research universities in the nation and world.

The Department of Psychology is successful now. To even maintain its current level of success and excellence, however, will require a significant increase in the graduate instructor and TA budget (i.e., the AOF budget). For at least the last 25 years, the Department Chairs in Psychology (R. McGlynn, S. Richards, R. Maki, D. Rudd, and S. Hendrick) have had to lobby virtually every year to just get the TA budget increased to the point where we can support most of our current doctoral students. To continue to prosper and pursue educational excellence, we need a larger TA budget. To increase our number of doctoral students, we need a much larger TA budget.

More and better space, a larger operating budget, more faculty lines, and additional staff positions are also important to further growth and improvement in Psychology. But growth and improvement must start with a much larger TA budget.

Summary of the Self-Study Report for the Graduate School Review of Psychology:

By nearly every standard criterion of educational excellence, every aspect of the TTU Mission Statement, most features of the movement to elite Tier One status as a research university, strength in doctoral education and graduates, and clear ability to grow and improve even further, the Department of Psychology at Texas Tech University is one of the strongest academic departments on campus. We are doing very well. But we could do better—and we could be bigger while maintaining our high quality. To achieve these positive changes, however, we especially need significant increases in our TA budget. We also need more space, additional operating funds, more faculty members, and additional staff positions.

There are approximately 500-600 doctoral programs/departments (PhD, PsyD, EdD, etc.) in some type of psychology in the United States. Moreover, the U.S. is widely recognized as being the world leader in research psychology, compared to any other single nation. For a number of years, the academic community in the Department of Psychology at Texas Tech has aspired to be in the Top Tier or top 25% of these doctoral programs in psychology in the U.S. With further steady enhancements of the type discussed in this report, we can also move from being one of the better psychology doctoral programs in the Southwestern U.S., to being one of the best psychology doctoral programs in the Southwestern U.S.—or even in the entire nation. This is a doable, sensible, mission-driven, and worthy goal. We can do this. We need the sustained and increased support, resources, and enthusiasm of the University community, however, to make it happen. We will make excellent use of this support. Thank you for your help.

Psychology
II. Graduate Curricula and Degree Programs

A. 1. Scope of programs within the department

The scope of the doctoral programs in psychology is discussed in the Introduction, under “Scope and Recent Changes in the Department of Psychology.”

An extremely brief summary would include the following points:

• We have the largest doctoral program of any department on campus, with 119 current doctoral students in clinical, counseling, or experimental psychology.
• Our doctoral programs are successful, in terms of such factors as recruiting strong graduate students, educating them effectively, funding them successfully, graduating them in a reasonable period of time, helping them to find appropriate post-doctoral employment, and continuing to collaborate with them regarding teaching, research, and service.
• Our faculty, graduate student TAs/RAs, and staff are effective in terms of meeting the university missions of excellence in teaching, research, service, ethical development, and community contribution.
• We are committed to excellence in every possible way. We are a very good doctoral program that is always trying to be even better.
• We could, of course, greatly benefit our scope and positive impact, from increased resources in certain areas. This would help us to grow our already-large doctoral programs. The most obvious areas that would help in this regard are increases in TA funding, space, M&O budget, faculty, and staff.

2. Expected learning outcomes and outcomes assessment. Include typical degree plan/program of study.

The Department of Psychology is engaging in an extensive effort to further define, assess, and improve our learning outcomes.

An example, from many possible examples, of this effort is the following competency form (see Appendix G) used for practicum in counseling psychology: “Counseling Psychology Program Practicum Student Evaluation and Competency Form.”

Further examples of such competency assessment may be found in the attached Handbooks.

This is an area of rapid development, frequent enhancement, and recent modification. Therefore, much more information about this matter will be available in further reports and reviews, a few years down the road.

We should also note that the American Psychological Association’s Commission on Accreditation is interested in this matter, and thus it will also be considered in future APA reports, reviews, and site visits of our doctoral programs in clinical and counseling psychology.
B. Number and types of degrees awarded
Degrees Awarded - Academic Year
(Counseling Psychology)

Source: Institutional Research and Information Mgmt
Chart prepared by the Graduate Student

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Degrees Awarded - Academic Year
(Experimental Psychology)

Source: Institutional Research and Information Mgmt
Chart prepared by the Graduate Student

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Psychology
### Graduate Program Degrees Awarded

**Source:** Institutional Research and Information Mgmt

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### Comparison of Degrees Awarded - Fall Data

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### C. Undergraduate and graduate semester credit hours

![Graph showing AY SCH compared to Budget (Psychology)](attachment:attachment.png)

- Undergraduate: 20,108, 18,623, 18,841, 16,994, 17,445, 18,369
- Graduate: 2,284, 2,341, 2,432, 2,393, 2,258, 2,377
- Operating Cost: $164,977, $163,919, $178,297, $198,684

Psychology
D. Number of majors in the department for the fall semesters
Enrollment by Level - Fall Data
(Counseling Psychology)

Enrollment by Level - Fall Data
(Experimental Psychology)
## Graduate Program Enrollment

*Source: Institutional Research and Information Mgmt*

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E. Course enrollments over the past six years (enrollment trends by course)

- Figures are totals – classes may be offered more than once a year

**Course Enrollments by Academic Year**

*Source: Institutional Research and Information Mgmt*

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Totals: 873 925 969 914 325 0 4006

Psychology
F. Courses cross listed (syllabus included behind)

There are no cross-listed graduate courses in psychology.
III. Faculty

A. Number, rank, and demographics of the graduate faculty
B. List of faculty members

*List all faculty who were employed by your department during the six years of this review*

**List of Full-Time Faculty in the Department of Psychology, Texas Tech University**

October 2010

**Notes:** (1) All of the below full-time Professors and Associate Professors are tenured faculty. All of the below full-time Assistant Professors are tenure-track faculty. All of these faculty members have their primary faculty appointment in Psychology, or in one case at least 50% in Psychology (Dr. Young).

(2) The Psychology Department is conducting a national search in 2010-2011, for a new department chair, to begin fall semester 2011. This administrative position will also include a tenured faculty appointment at the Full Professor or Associate Professor level.

(3) Faculty members are listed alphabetically within each doctoral program in Psychology. There are presently 28 full-time faculty members in Psychology.

**Clinical Psychology PhD Program Faculty:**

1. Joaquin Borrego, Associate Professor, Associate Director of Clinical Training (clinical psychology doctoral program) and Director of Diversity Enhancement for Psychology / PhD, University of Nevada—Reno (clinical psychology)
2. James R. Clopton, Professor and Director of Undergraduate Studies for Psychology / PhD, University of Kansas (clinical psychology)
3. Lee M. Cohen, Associate Professor and Director of Clinical Training (clinical psychology doctoral program) / PhD, Oklahoma State University (clinical psychology) (also, was a post-doctoral fellow at the University of California—San Diego Medical Center, San Diego, CA) (also, Adjunct Associate Professor at TTU HSC)
4. Kelly C. Cukrowicz, Associate Professor and Director of the Subject Pool for Psychology / PhD, Florida State University (clinical psychology) (also, was a post-doctoral fellow at Duke University Medical Center, Durham, NC)
5. Catherine C. Epkins, Associate Professor / PhD, University of Memphis (clinical psychology)
6. Stephanie Lewis Harter, Associate Professor / PhD, University of Memphis (clinical psychology) (also, was a post-doctoral fellow at Duke University Medical Center, Durham, NC)
7. Gregory H. Mumma, Associate Professor / PhD, Pennsylvania State University (clinical psychology) (also, was a post-doctoral fellow at Memorial Sloan Kettering Cancer Center, Cornell University Medical Center, New York, NY)

Counseling Psychology PhD Program Faculty:

1. Stephen W. Cook, Associate Professor and Director of the Psychology Clinic / PhD, University of Missouri—Columbia (counseling psychology) (also, Adjunct Associate Professor at TTU HSC)
2. Sheila Garos, Associate Professor and Director of Counseling Training (counseling psychology doctoral program) / PhD, Arizona State University (counseling psychology) (also, was a post-doctoral fellow at the Kinsey Institute, Indiana)
3. Erin E. Hardin, Associate Professor / PhD, Ohio State University (counseling psychology)
4. Susan S. Hendrick, Paul Whitfield Horn Professor and Chair of Psychology / PhD, Kent State University (counseling psychology) (also, Adjunct Professor in Internal Medicine and Oncology/Hematology at TTU HSC)
5. Robert D. Morgan, Associate Professor / PhD, Oklahoma State University (counseling psychology) (also, was a post-doctoral fellow at the University of Missouri—Kansas City Medical Center, Kansas City, MO)
6. C. Steven Richards, Professor and Director of Planning and Assessment for Psychology / PhD, State University of New York—Stony Brook (clinical psychology) (also, a former department chair of Psychology, 1990-1997)
7. Christine Robitschek, Associate Professor / PhD, University of Minnesota—Minneapolis (counseling psychology) (also, was a post-doctoral fellow at Southern Illinois University—Carbondale, IL)

Experimental Psychology PhD Program Faculty, with doctoral specializations available in Applied Cognitive Psychology, Human Factors Psychology, and Social Psychology:

1. Rosemary Cogan, Professor and Chair of the IRB at TTU / PhD, University of Missouri—Columbia (experimental psychology) (also, was a post-doctoral fellow at the Dallas Psychoanalytic Institute, Dallas, TX)
2. Patricia R. DeLucia, Professor and Coordinator of the Human Factors Psychology Program (master’s and doctoral programs) / PhD, Columbia University (experimental psychology and human factors psychology) (also, was a post-doctoral fellow, National Research Council and Wright-Patterson Air Force Base, Ohio) (also, Adjunct Professor at TTU HSC)
3. Kenneth G. DeMarree, Assistant Professor / PhD, Ohio State University (social psychology)
4. Jamie C. Gorman, Assistant Professor / PhD, New Mexico State University (cognitive psychology and human factors psychology) (also, was a post-doctoral fellow at Arizona State University)
5. Clyde Hendrick, Paul Whitfield Horn Professor and Associate Director of the Institute for Studies in Pragmaticism at TTU / PhD, University of Missouri—Columbia (social psychology) (also, was a former Dean of the Graduate School at TTU, 1984-1995)

6. Keith S. Jones, Associate Professor / PhD, University of Cincinnati (experimental psychology and human factors psychology)

7. Martina I. Klein, Assistant Professor / PhD, University of Cincinnati (experimental psychology and human factors psychology)

8. Jeff T. Larsen, Associate Professor and Director of the Experimental Psychology Programs (experimental psychology master’s and doctoral programs) / PhD, Ohio State University (social psychology) (also, was a post-doctoral fellow at Princeton University, Princeton, NJ)

9. Jessecae Marsh, Assistant Professor / PhD, Yale University (cognitive psychology)

10. Philip H. Marshall, Professor and Assistant Dean for the College of Arts and Sciences / PhD, University of Illinois—Urbana/Champaign (experimental psychology and cognitive psychology) (also, was a former department chair of Political Science, 1998-2009)

11. Darcy A. Reich, Associate Professor / PhD, Ohio State University (social psychology)

12. Michael J. Serra, Assistant Professor and Director of the Introductory Psychology Courses (Psy 1300) / PhD, Kent State University (experimental psychology and cognitive psychology) (also, was a post-doctoral fellow at Columbia University, New York, NY)

13. Roman Taraban, Professor and Associate Chair of Psychology, and Chair of the TTU Executive Council for the Teaching Academy / PhD, Carnegie Mellon University (cognitive psychology) (also, was a post-doctoral fellow at the University of Massachussetts—Amherst, and a Fulbright-Nehru Research Scholar in 2009-2010)

14. Alice McGaugh Young, Professor and Associate Vice President for Research at TTU, and Professor of Pharmacology and Neuroscience at TTU HSC / PhD, University of Minnesota—Minneapolis (experimental psychology and biological psychology)

Psychology Faculty who have Left for Other Positions or Retired, 2004 – 2010

Frank Durso, Professor / PhD, State University of New York—Stony Brook (experimental psychology/applied cognitive psychology/human factors) / moved to a faculty position at the Georgia Institute of Technology, 2008

Ruth Maki, Professor (and former chair, 1997-2005) / PhD, University of California—Berkeley (experimental psychology/applied cognitive psychology) / retired, 2008

William Maki, Professor / PhD, University of California—Berkeley (experimental psychology/applied cognitive psychology) / retired, 2008

Richard McGlynn, Professor (and former chair, 1986-1990) / PhD, Loyola University of Chicago (social psychology) / retired, 2008

Jeffrey Dressel, Assistant Professor / PhD, University of Kansas (experimental psychology/human factors) / moved to a psychologist position with the Federal Aviation Agency (New Jersey), 2009
David Rudd, Professor and Chair (chair from 2006 – 2009) / PhD, University of Texas at Austin (clinical psychology) / moved to a dean and faculty position at the University of Utah, 2009

Jane Winer, Professor (and former dean, 1991 – 2008; former interim provost, 2008 – 2009) / PhD, Ohio State University (counseling psychology) / retired, 2010

Faculty Demographics & Information in the Department of Psychology, AY 2010-2011:

Current Chair: Susan S. Hendrick, Ph.D., Paul Whitfield Horn Professor of Psychology

Total full-time, tenured or tenure-track faculty in Psychology: 28 (fall 2010)

Total full professors: 9 (all are tenured, 5 males & 4 females)  
Total associate professors: 14 (all are tenured, 7 males & 7 females, 1 male ethnic/racial minority member)  
Total assistant professors: 5 (all are tenure-track, 3 males & 2 females)

Two full professors hold endowed chairs as Paul Whitfield Horn Professors of Psychology

Fifteen of the 28 faculty are male (53.6%) / Thirteen of the 28 faculty are female (46.4%)

One of the 28 faculty members is an ethnic/racial minority member (Hispanic & Mexican-American, 3.6%)

Clinical Psychology PhD Program: 7 faculty, 1 professor, 6 associate professors, 4 males & 3 females, 1 minority member, 1 associate professor is a candidate for full professor in 2010-2011 (male)

Counseling Psychology PhD Program: 7 faculty, 2 professors, 5 associate professors, 1 endowed-chair professor (female professor), 3 males & 4 females, 1 associate professor is a candidate for full professor in 2010-2011 (male)

Experimental Psychology PhD Program: 14 faculty, 6 professors, 3 associate professors, 5 assistant professors, 1 endowed-chair professor (male professor), 8 males & 6 females

Members of the TTU Graduate Faculty: All full-time faculty members in Psychology from 2004-2010 have been members of the TTU Graduate Faculty
C. Summary of the number of refereed publications and creative activities.

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N = # of full time faculty contributing  F = # of full time faculty in department

Publication Data for Psychology, 2004 – 2010:

2004

2 books, 88 convention presentations, 33 journal articles, 13 book chapters, 21 journal articles in press, total of 48 publications (not counting in-press articles), 26 full-time faculty, \( \bar{M} \) of 1.87 publications per faculty member in 2004.

2005

0 books, 114 convention presentations, 40 journal articles, 16 book chapters, 45 journal articles in press, total of 56 publications (not counting in-press articles), 27 full-time faculty, \( \bar{M} \) of 2.07 publications per faculty member in 2005.

2006

1 book, 136 convention presentations, 59 journal articles, 12 book chapters, 47 journal articles in press, total of 72 publications (not counting in-press articles), 30 full-time faculty, \( \bar{M} \) of 2.40 publications per faculty member in 2006.

2007

2 books, 141 convention presentations, 70 journal articles, 35 book chapters, 22 journal articles in press, total of 107 publications (not counting in-press articles), 26 full-time faculty, \( \bar{M} \) of 4.12 publications per faculty member in 2007.

2008

5 books, 175 convention presentations, 60 journal articles, 42 book chapters, 19 journal articles in press, total of 107 publications (not counting in-press articles), 26 full-time faculty, \( \bar{M} \) of 4.12 publications per faculty member in 2008.
2009


2010 (first 8 months: January – August)

5 books, 78 convention presentations, 34 journal articles, 30 book chapters, 36 journal articles in press, 4 books in progress (under written contract), total of 69 publications (not counting in-press articles and in-progress books), 28 full-time faculty, M of 2.46 publications per faculty member in the first 8 months of 2010, M of approximately 3.69 publications per faculty member, if prorated for all of 2010.

D. Responsibilities and leadership in professional societies

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N = # of full time faculty contributing  F = # of full time faculty in department

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Administrative, Professional, and Community Service in Psychology, 2004 – 2010:

Administrative Service:

Psychology faculty colleagues provide a broad range of effective services to administrative positions at Texas Tech University. During the period of 2004 – 2010, Psychology faculty members have served in the following administrative positions on the TTU campus. This list is meant to be illustrative, rather than exhaustive: Interim Provost, Dean of the College of Arts and Sciences, Associate Vice President for Research, Chair of three departments (Psychology, Health, Exercise and Sport Sciences, & Political Science), Associate Director of the Institute for Studies in Pragmaticism at TTU, Assistant Dean in the College of Arts and Sciences, Doctoral Program Director (Clinical, Counseling, & Experimental Psychology Ph.D. Programs), Director of Diversity Enhancement for Psychology, Director of Undergraduate or Graduate Studies in Psychology, Director of the Psychology Clinic, Director of Planning and Assessment for Psychology, Chair of the IRB at TTU, Director of the Introductory Psychology Courses (Psy 1300), Associate Chair of Psychology, Chair of the Executive Council for the Teaching Academy at TTU, and Chair or Member of well over 200 administrative committees at the Department, College and University levels at TTU.

Professional Service:

Psychology faculty colleagues provide a tremendous amount of effective professional services—often pro-bono—to various professional organizations. During the period of 2004 – 2010, Psychology faculty have served in the following professional service roles for professional associations, journals, scholarly book publishers, government agencies, and pro-bono activities at the local, regional, national, and international levels. This list is meant to be illustrative, rather than exhaustive: at least 8 faculty have been Editors or Associate Editors of peer-reviewed journals or similar publications during 2004 - 2010, faculty have served on a total of at least 40 journal editorial boards during the interval of 2004 – 2010, faculty have served as ad-hoc reviewers for well over 150 scholarly psychology or other scientific journals (e.g., medical or public health) during this period, 11 faculty have served as Editors of scholarly books or other long monographs during this period, 2 faculty have served as Presidents of APA Divisions (Div 18 & 21), and virtually every full-time faculty member in the department has contributed pro-bono service to a broad array of committees in local, regional, national, international, or professional association organizations (e.g., American Psychological Association, American Psychological Society, Human Factors and Ergonomics Society, Society of Experimental Social Psychology, Cognitive Science Society, Regional Psychological Associations—SWPA, MPA, EPA, etc., Association for Behavioral and Cognitive Therapy, Society of Behavioral Medicine, Society of Research on Nicotine and Tobacco, Councils of University Directors of Clinical and Counseling Psychology, Council of Graduate Departments of Psychology, Council of University Directors of Psychology Clinics, State and Local Psychology Associations, and so forth). Psychology faculty members have also provided pro-bono consulting to local, state, and federal government agencies (e.g., NIH, NSF, DOJ, DOE, etc.). Moreover, several Psychology faculty members have provided pro-bono consulting across national boundaries, to other countries and agencies around the world. In the calendar year of 2009 alone, Psychology faculty colleagues served on 19 national organization committees that impact journals, books, scientific presentations, and research scholarship.
Community Service:

Psychology faculty and graduate student colleagues are remarkably effective and generous regarding community service, including during the interval of 2004 – 2010. The following list is meant to be illustrative, rather than exhaustive: The Psychology Clinic, a major training clinic for the department and campus, provides low-cost psychological assessment, therapy, and consultation to clients from the University community and from the Lubbock region. Several hundred clients are seen per year, with about two-thirds of the clients from the Lubbock region and the rest from the University community. Many of the Psychology Clinic clients are from ethnic minority populations and underserved populations. Psychology Clinic services are provided in both English and Spanish, and thereby we are enhancing the provision of services to some ethnic minority populations. Fourteen clinical and counseling faculty members serve as supervisors and consultants in the Psychology Clinic. Approximately 25 doctoral student therapists work in the Clinic each semester. At least 13 Psychology faculty members consult to various units of the University Medical Center and TTU Health Sciences Center on a regular basis, with many of them also holding Adjunct Faculty Appointments at the TTUHSC. These consultants to the UMC Hospital and TTUHSC include faculty members from all three doctoral programs in Psychology—Clinical Psychology, Counseling Psychology, and Experimental Psychology. Two faculty colleagues provide senior expert consulting to the Lubbock Regional Mental Health and Mental Retardation (MHMR) Hospital and Clinics. One of our faculty colleagues has developed a training-and-service grant with the Lubbock and Crosby County Probation Offices, and at least four of our advanced doctoral students work in these agencies each year. Another faculty colleague has developed an extensive training-and-service opportunity, and some funded graduate student position support, at the Southwest Cancer Center of the UMC Hospital. This teaching, research and service venue at UMC may have 5-10 graduate students working there from one semester to the next. We have also arranged for certain faculty and graduate students to work and consult at the Montford Psychiatric Prison in Lubbock. Numerous faculty members and advanced graduate students have consulted to other hospitals, clinics, and schools in the Lubbock area. Moreover, Psychology faculty members and graduate students provide pro-bono services in many venues, including local, regional, and national groups and activities. Examples include local charitable and social service organizations, regional outreach and service agencies, and national organizations that are dedicated to the betterment of psychology in the public interest. Finally, Psychology faculty and graduate student colleagues consult regarding hundreds of pro-bono opportunities per year, to many members of the community, on such diverse issues as research methodology, statistics, teaching strategies, diagnostic systems, clinical treatment guidelines, multicultural issues, psychological science, continuing education, Institutional Review Board (IRB) topics, administrative strategies, psychology in the public interest, and psychological service for the public good.
E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

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Psychology

College SCH/FTE - Fall Data (Arts and Sciences)
Source: Institutional Research and Information Management
Chart prepared by The Graduate School

Department SCH/FTE - Fall Data (Psychology)
Source: Institutional Research and Information Management
Chart prepared by The Graduate School
IV. Graduate Students

A. Demographics of applicants and enrolled students
Graduate Student Summary by Year - Fall Data
(Clinical Psychology)

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<th>Year</th>
<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
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<td>2009</td>
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Graduate Applicants by Region - Fall/Summer Data
(Clinical Psychology)

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Graduate Applicants by Region - Fall/Summer Data
(Counseling Psychology)

Graduate Student Summary by Category - Fall Data
(Experimental Psychology)
### Graduate Applicants - Fall Data

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Clinical Psychology:

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Gender Total | 75 | 31 | 61 | 23 | 92 | 36 | 95 | 42 |

Total Applicants | 106 | 84 | 128 | 137 | 154 | 113 |

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Gender Total | 11 | 3 | 9 | 4 | 7 | 2 | 5 | 4 |

Total Admitted | 14 | 13 | 9 | 9 | 11 | 7 |

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Total Enrolled | 6 | 8 | 6 | 6 | 6 | 5 |
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Graduate | 38 | 36 | 38 | 37 | 41 | 41 |

### Demographics of Enrolled Undergraduate Students - Fall Data

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Counseling Psychology cont.:

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| Graduate | 33 | 33 | 34 | 36 | 35 | 37 |

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| Total Enrolled | 8 | 8 | 5 | 5 | 6 | 7 |
# Experimental Psychology cont.:

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B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

![Average GRE Scores for Enrolled Graduate Students - Fall Data (Clinical Psychology)](chart-clinical)

![Average GRE Scores for Enrolled Graduate Students - Fall Data (Counseling Psychology)](chart-counseling)
C. GPA of new students
New Graduate Students GPA by Level - Fall Data
(Counseling Psychology)

Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

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Time to Degree in Years (Experimental Psychology)

Source: Institutional Research and Information Mgmt
Chart prepared by The Graduate School

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Average years to graduate for all students graduating each year
D. Time to Degree in Years – Average years to graduate for all students graduating each year

**Time to Degree in Years (Clinical Psychology)**

![Clinical Psychology Chart]

**Time to Degree in Years (Counseling Psychology)**

![Counseling Psychology Chart]
E. Number of RA’s, TA’s or GPTI’s, with total number of graduate students in the program.

In the Department of Psychology, we currently have 119 doctoral students (F10, total across the 3 doctoral programs in Psychology), 60-80 of these graduate students also serve as employed graduate instructors or TAs during the year for TTU, and 5-10 terminal master’s students (in some of the experimental psychology programs with a terminal-MA option), (excerpt from “Scope and Recent Changes in the Department of Psychology”, Ch. 1 Department Overview, pg. 4).
F. Initial position and place of employment of graduates over the past 6 years

First, we would like to acknowledge that this is a data-tracking and analysis area where, with more resources allocated to it, we could—and should—do better. Therefore, the below discussion is based on a much-less-than-perfect data base.

To the best of our knowledge, we think that for the last 20 years (including 2004-2010) virtually 100% of the doctoral students in psychology at TTU, who have sought professional jobs immediately after their PhD graduation, have secured such jobs within a year of graduation. This matter has been discussed in some of the accreditation reports that we have done over the last 20 years for APA, HFES, SACS, and so forth, but we have not typically had extensive data on each student and each job that they have secured during the first 5-10 years post-graduation. Even the student’s own advisor will sometimes have trouble keeping track of the many job changes for their own doctoral advisees during the first 10 years after graduation.

Therefore, with some increase in the resources allocated to it, we would like to acknowledge that this is a data-tracking area where we could, and should, do better. Nevertheless, it will not be easy. We typically have about 120 doctoral students in a given year, 15-20 of them graduate in a given 12-18 months, and many of them move to several different post-doctoral jobs within the first few years of post-doctoral employment. Accurately tracking this would be extremely challenging. For example, a recent PhD graduate in clinical psychology from TTU has held different professional positions at the University of Washington—Seattle Health Sciences Center, the Seattle VA Hospital, the University of Maryland’s Branch Campus in Kuwait, and the Salt Lake City VA Hospital within the first four years of her post-doctoral employment. These frequent job changes are common for many of our PhD graduates.

In addition, we are apparently not alone in finding it difficult to accurately track and follow-up on the job changes of our PhD graduates. For instance, a recent front-page article in the Chronicle of Higher Education (CHE) noted that few doctoral programs in the arts and sciences do this effectively, or at all (“Master’s in English: Will Mow Lawns,” by Robin Wilson, December 3, 2010, pages 1A, 8A-10A, CHE). This lack of effective data tracking for post-doctoral employment of graduates includes fields such as English, physics, chemistry, foreign languages, mathematics, biology, political science, and psychology. Indeed, the recent evaluation of doctoral programs in the U.S. by the National Academy of Sciences abandoned trying to collect and analyze such data for the arts and sciences, because few doctoral programs even attempt to collect it (see the above CHE article). Certain “professional schools” do a better job on this issue, however, such as some business schools (especially re MBAs). Thus, with a large investment of staff, time, and money, it is possible to track post-graduate employment for many graduates.

We do know that most of our PhD graduates in clinical and counseling psychology take applied post-doctoral jobs, in hospitals, clinics, school systems, government agencies, and so on. A minority, perhaps 25%, take academic jobs at junior colleges, 4-year colleges, universities, research organizations, government agencies, and so forth.
A majority of our PhD graduates in experimental psychology also take applied post-doctoral jobs, working for government agencies, service organizations, public and private industry, and so forth. Again, a minority, perhaps 40%, take academic jobs at junior colleges, 4-year colleges, universities, research organizations, government agencies, etc.

**In summary**, reports from our colleagues regarding their individual PhD advisees, along with more-systematic data-tracking efforts from time-to-time over the last 20 years, lead us to the conclusion that virtually all of our PhD graduates in psychology, who seek professional jobs immediately after graduation, secure such jobs within one year of graduation. This conclusion holds for at least the last 20 years. Our PhD graduates also tend to move from job-to-job frequently, however, during the first 5-10 years of post-doctoral employment. In addition, we do not have extensive nor exact data on the first 5-10 years of post-doctoral employment for all (or even most) of the one-hundred-plus doctoral students that we have educated and graduated during 2004-2010. Therefore, we acknowledge that this is a data-tracking and analysis area where, with more resources allocated to it, we could—and should—do better.

G. Type of financial support available for graduate students

**Student Financial Support in Psychology for 2004 – 2010:**

During the period of this Self-Study Review, from 2004 to 2010, almost all of our Psychology doctoral (Ph.D.) students in years 1-4 of their graduate studies have received substantial financial support. This has typically included a half-time appointment during the academic year as a TA, RA, University Fellowship Student, Community Intern, or other educationally-relevant paid position. The salaries for these half-time, academic-year appointments typically run between $10,500 and $12,500, although a few of the Fellowship and Community awards are significantly higher (e.g., $15,000 - $18,000). However, except for certain Fellowship students, we do not typically promise half-time support after the first year of graduate studies, but rather promise quarter-time support for years 2-4 and then usually come through with half-time support. Financial support for doctoral students in year 5 of their studies has been spottier, even though many, if not most, of our doctoral students take 5 years to complete their on-campus studies, rather than 4 years. (For students in Clinical, Counseling, and Human Factors, who must also complete an approved Internship somewhere in the U.S. prior to doctoral graduation, this Internship often occurs in their 6th and final year of graduate studies.) Over the period of this Review, however, more than two-thirds of our 5th year students in good standing have received financial support during the academic year. It is rare for students in the 6th year or beyond to receive any university-related financial support.

Many but not all of our students in years 1-4 also receive some financial support during the summer sessions, such as a half-time TA appointment during one of the two summer sessions (which yields 1/6th of their half-time academic-year salary). It is rare for students completing their 5th year or beyond to receive university-related financial support in the summer.
It should also be noted that university-related financial support packages for half-time positions or for University Fellowships also include waiver of some TTU fees, waiver of non-resident tuition, and access to high-quality health insurance for an extra fee.

During the period of this review, most—but not all—of our doctoral students in good standing during years 1-4 have also received annual Scholarships in the amount of at least $1,000. These Scholarships are first applied towards TTU tuition and fees, with any remainder then paid directly to the students. These Scholarships also provide for a waiver of non-resident tuition (as do half-time TA appointments). It is rare for our students in their 5th year or beyond to receive Scholarships.

We should also note that the above levels of financial support for our graduate students have usually entailed many requests to the higher administration for additional TA funding (AOF accounts). The administration has usually been receptive to hearing these requests, and Psychology has often been awarded some additional TA funding in each of the years covered under this Review (2004 – 2010). Nevertheless, this relentless process of requesting consideration for additional TA funding is a stressful one, it does not always succeed as much as we would prefer, and it complicates graduate student recruitment, planning, support, completion, and education in general.

Perhaps a brief paragraph on some history regarding Psychology TA budgets would be helpful in this context, starting in the early-1980s and continuing up to the present (fall semester, 2010). Psychology TA budgets in the 1980s were modest by current standards, even after adjusting for inflation, and thus most doctoral students past year 1 of their studies were only awarded quarter-time TA positions during the academic year. This Psychology TA funding situation gradually improved during the 1990s, reaching a point where—as is the case currently—almost all doctoral students (who are in good standing) between years 1 and 4 of their studies received half-time TA Positions (or RA, Fellowship, Community Positions, etc.) during the academic year. This increased funding, however, usually included the frequent additional TA funding proposals noted in the previous paragraph. During the period of 2000 to 2010, the Psychology TA budget has continued to grow somewhat, even after adjusting for inflation, to the point where virtually all graduate students (in good standing) in years 1-4 have been awarded half-time appointments during the academic year, as have many 5th year students. Doctoral students in their 6th year and beyond still do not usually receive university funding, and some doctoral students in years 1-5 do not receive university funding in the summer sessions. To meet this current funding level of our doctoral students, the Psychology Department continues to request additional TA funding to the base AOF budget on a regular basis.

The proverbial “Bottom Line” is this: We currently manage to fund most of our doctoral students in years 1-5, but it is a constant struggle. We could admit more doctoral students—and they would be high-quality students—if we had more TA funding and if we could always count on this TA funding from year-to-year. We receive more applicants to our doctoral (Ph.D.) programs in the Psychology Department than most of the Colleges at Texas Tech. But we need more TA money to have more doctoral students. And we need more TA money to even confidently continue with our recent high levels of graduate admissions in Psychology (15-21 new doctoral students per year).
H. Number of students who have received national and university fellowships, scholarships and other awards

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Scholarship Support for Graduate Students in psychology, 2004-2010:

Almost 100% of the doctoral students in psychology received scholarships during the first four years of their graduate study. This, and other scholarship information, is documented in a detailed presentation and discussion of student financial support, which is in this section (see letter G), and is titled: “Student Financial Support in Psychology for 2004 – 2010.”

These scholarship awards are for at least $1,000 per year, which also make the students eligible for a waiver of out-of-state tuition and fees. Some scholarship awards, such as the Chancellor’s Fellowships and the Health Services Scholarships are for more funding, up to $4,000 per year and up to four years of scholarship funding.

We should note, however, that many of our doctoral students in years 5 and 6 of their graduate studies do not receive TTU-based scholarships, as there has not typically been sufficient funding available for this, either during the period of this report (2004 – 2010) or during the last 20+ years at TTU.
Statistics on Graduate Student Funding in Psychology

2004

Thirty-seven graduate scholarships were awarded, for $37,000; 10 endowed graduate scholarships were awarded, for $10,000; 8 Chancellor’s scholarships were awarded, for $24,000; and 6 university-wide scholarships were awarded, for $18,000. The Psychology academic-year AOF budget was $574,121, plus $94,555 in Work Study funds.

2005

Forty-seven graduate scholarships were awarded, for $47,000; 13 endowed graduate scholarships were awarded, for $13,000; 11 Chancellor’s scholarships were awarded, for $33,000; and 5 university-wide scholarships were awarded, for $15,000. The Psychology academic-year AOF budget was $706,807, plus $138,176 in Work Study funds.

2006

Thirty-one graduate scholarships were awarded, for $31,000; 6 endowed graduate scholarships were awarded, for $6,000; 8 Chancellor’s scholarships were awarded for $24,000; and 1 university-wide scholarship was awarded for $3,000. The Psychology academic-year AOF budget was $602,260, plus $197,433 in Work Study funds.

2007

Thirty-two graduate scholarships were awarded, for $32,000; 8 endowed graduate scholarships were awarded, for $8,000; 8 Chancellor’s scholarships were awarded for $24,000; and 0 university-wide scholarships were awarded, for $0. The Psychology academic-year AOF budget was $774,024, plus $126,240 in Work Study funds.

2008

Thirty-nine graduate scholarships were awarded, for $39,000; 8 endowed graduate scholarships were awarded, for $8000; 5 Chancellor’s scholarships were awarded, for $15,000; 14 university-wide scholarships were awarded, for $42,000. The Psychology academic-year AOF budget was $827,820, plus $213,003 in Work Study funds.

2009

Sixty graduate scholarships were awarded, for $60,000; 7 endowed graduate scholarships were awarded, for $7,000; 15 Chancellor’s scholarships were awarded, for $45,000; and 10 university-wide scholarships were awarded, for $30,000. The Psychology academic-year AOF budget was $936,276, plus $267,883 in Work Study funds.
I. Percentage of full time master and doctoral students who received financial support.

**Financial Support of Graduate Students in psychology:**

Virtually 100% of the doctoral students in psychology receive full financial support during their first four years of doctoral study. Many also receive financial support during their fifth year of doctoral study. Some, but not most, also receive financial support during their sixth year of doctoral study. Virtually none receive financial support (via TTU) during any years of study beyond their sixth year.

Standard financial support during years 1-4 includes a half-time TA or RA position during the academic year (~ $10,500 - $14,500), a half-time TA or RA position during one summer session (~ 5 weeks, ~ 1/6 of the half-time academic-year salary), a $1,000 scholarship (which also exempts the student from non-resident tuition and fees), and a waiver of some resident fees.

A detailed presentation and analysis of the financial support of graduate students in psychology is presented previously in this section (see letter G), with the relevant section titled: “Student Financial Support in Psychology, for 2004 – 2010.”

J. Graduate Student Publications and Creative Activities – Number of discipline-related refereed papers/publications, juried creative/performance accomplishments, book chapters, books, and external presentations by Master and Doctoral students in the department.

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**Publication Data regarding Graduate Students in psychology, 2004 – 2010:**

Approximately 50% of our graduate students over the years of this report, and about 75% of our graduate students in some of the more-recent class cohorts, are co-authors on at least one peer-reviewed journal publication during their graduate studies in psychology at TTU.

These graduate-student data are from a large student survey of all 120+ psychology graduate students (mostly PhD, but a few terminal-MA also), which was conducted in the fall semester of 2009, as part of a very-large report that was being done at that time for the Commission on Accreditation of the American Psychological Association.
Overall, during the 7-year period of this graduate school report (2004 – 2010), the psychology faculty and often including their graduate-student colleagues as co-authors, averaged 3.23 publications per year (M = 3.23, SD = 1.08, Range = 1.87 – 4.37 publications per year).

Note: Extensive data and a discussion of publication records in the Department of Psychology (which includes joint publications of faculty and graduate students here), are available previously in this report (see Ch. 3 Faculty, letter C, pg. 21), and the section is titled: “Publication Data for Psychology, 2004 – 2010.”

K. Programs for mentoring and professional preparation of graduate students

- **Mentoring:** We are proud of our advising and mentoring of psychology graduate students. A few examples of our excellent advising and teaching, from a very-long potential list, are the following: 43% (12 of 28) of the current full-time psychology faculty are members of the prestigious Teaching Academy at Texas Tech University (peer-reviewed teaching honor and award, held by approximately 15% of the TTU faculty); virtually 100% of our doctoral graduates secure appropriate professional employment within one year of their PhD graduation; most (~ 75% recently) of our doctoral graduates are co-authors on at least one peer-reviewed journal publication stemming from their graduate studies at TTU; we have a low attrition rate in the doctoral programs, which is under 10% in most years; we have a high graduation rate in the doctoral programs, which is over 90% for most class cohorts who stay in their doctoral program for at least four years; we have reams of written feedback from doctoral students, in teaching evaluations, notes, and letters, indicating that they are generally pleased with their mentoring in psychology at TTU; we have some face-to-face (and phone) interview data from doctoral students and former doctoral students that is similarly positive (from previous APA-accreditation self-study reports, etc.).

- **Post-doctoral employment:** Virtually all of our post-doctoral graduates secure appropriate professional employment within one year of their PhD graduation. We have very few terminal-MA students (~ 3-6 per year, primarily in Human Factors), but most if not all of them also secure appropriate professional employment within one year of their master’s graduation.

- **Teaching philosophy and goals:** We are proud of our teaching and mentoring. And we have the data to back up our teaching accomplishments. For example, on the overall effectiveness item, our psychology faculty teaching evaluations average over 4.6 for the department (on a 5-point scale, where 5.0 is the best-possible score; and where the college and university means hover around 4.2, which is still very good). As noted earlier, almost half of our current full-time faculty colleagues in psychology are members of the prestigious Teaching Academy at TTU, whereas the campus-wide membership is about 15% of the faculty. Finally, we really do care about our teaching and mentoring. The following self-statement on teaching philosophy, by a psychology faculty colleague, is typical of our enthusiasm for excellent teaching and mentoring:

---

Psychology
“In my teaching, I work hard to be effective, helpful, and gracious. I believe that good teachers must be knowledgeable, well-prepared, organized, clear, respectful, enthusiastic, and professional. And I want the students to know that I really care. I also believe in careful mentoring, since this can make a huge difference in the professional lives of our students and colleagues. My goals for students include learning the subject matter, of course. But I also want them to learn about the human side of being a psychologist—what the experience is like—to instruct with passion and sincerity like a gifted teacher, to think and act like an accomplished scientist, to serve and mentor like a generous advisor, to feel and help like a sensitive clinician, and to strive and work hard like a strong professional—with skill, compassion, and integrity.”—Psychology faculty member’s ‘Self-Statement on my Teaching Philosophy’ / 2010.

L. Department efforts to retain students and graduation rates.

DEPARTMENT WRITES

M. Percentage of Full-Time Master and Doctoral students per semester – Fall Data

DEPARTMENT WRITES
V. Department

A. Department operating expenses

<table>
<thead>
<tr>
<th>Year</th>
<th>Dept Operating Cost</th>
<th>Faculty &amp; Staff</th>
<th>Dept Op Cost /FS</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05</td>
<td>$164,877</td>
<td>$2,200,000.00</td>
<td>0.07</td>
</tr>
<tr>
<td>05/06</td>
<td>$163,919</td>
<td>$2,300,000.00</td>
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</tr>
<tr>
<td>06/07</td>
<td>$178,297</td>
<td>$2,600,000.00</td>
<td>0.07</td>
</tr>
<tr>
<td>07/08</td>
<td>$198,684</td>
<td>$2,600,000.00</td>
<td>0.08</td>
</tr>
<tr>
<td>08/09</td>
<td>$200,000</td>
<td>$2,700,000.00</td>
<td>0.07</td>
</tr>
<tr>
<td>09/10</td>
<td>$200,000</td>
<td>$2,700,000.00</td>
<td>0.07</td>
</tr>
</tbody>
</table>
B. Summary of Proposals (submitted)

Summary of Number of Proposals Written and Accepted

<table>
<thead>
<tr>
<th>DEPARTMENT COMPLETES</th>
<th>Foundation</th>
<th>State</th>
<th>Federal</th>
<th>Others</th>
<th>Successfully funded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>M</td>
<td>D</td>
<td>M</td>
<td>D</td>
</tr>
<tr>
<td>2009</td>
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<td>2008</td>
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<td>2005</td>
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<tr>
<td>2004</td>
<td></td>
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</tr>
</tbody>
</table>

D = proposals written by CO-PI’s from your department only
M = proposals written by CO-PI’s from multiple departments

Grant Data for Psychology, 2004 – 2010:

2004

Fourteen external proposals were submitted, 4 were funded (29%), the funded direct costs were $546,176, and the F&A dollars were $74,191. Four internal grants were funded for $17,764.

2005

Thirty-two external proposals were submitted, 13 were funded (41%), the funded direct costs were $561,936, and the F&A dollars were $76,061. Six internal grants were funded for $53,200.

2006

Forty-one external proposals were submitted, 8 were funded (20%), the funded direct costs were $949,654, and the F&A dollars were $190,551. No internal grants were funded.

2007

Forty-one external proposals were submitted, 8 were funded (20%), the funded direct costs were $508,965, and the F&A dollars were $97,133. Two internal grants were funded for $288,342.

2008

Twenty-five external proposals were submitted, 6 were funded (24%), the funded direct costs were $932,144, and the F&A dollars were $181,871. Two internal grants were submitted but not funded.
2009

Thirty-two external proposals were submitted, 11 were funded (34%), the funded direct costs were about $600,000, and the F&A dollars were about $116,000. Six internal grants were funded for about $326,000.

2010 (first 8 months: January – August)

Twenty-seven external proposals were submitted by August 2010, 5 were funded by August 2010 (19%), the funded direct costs will be about $687,000 over three years through 2012, and the F&A dollars will be about $131,000 over three years. Five internal grants were submitted and two were funded for about $10,000 by August 2010. If prorated ahead for all of 2010, the estimate is approximately 41 proposals, 8 funded proposals, funded direct costs of about $1,031,000, and $196,000 in F&A dollars.

C. External Research expenditures

<table>
<thead>
<tr>
<th>SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: Office of Research Services</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Year</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>04/05</td>
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<tr>
<td>05/06</td>
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<tr>
<td>06/07</td>
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<tr>
<td>07/08</td>
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<tr>
<td>08/09</td>
</tr>
<tr>
<td>09/10</td>
</tr>
<tr>
<td>Totals</td>
</tr>
</tbody>
</table>
### Research Expenditures (Psychology)

Source: Office of Research Services  
Chart prepared by The Graduate School

#### Comparison of Research Expenditures

<table>
<thead>
<tr>
<th></th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>University of Oklahoma</strong></td>
<td>$1,139,143</td>
<td>$1,148,040</td>
<td>$1,800,224</td>
<td>$1,476,916</td>
<td>$1,559,038</td>
<td>$1,649,848</td>
</tr>
<tr>
<td><strong>Texas Tech</strong></td>
<td>$561,936</td>
<td>$949,654</td>
<td>$508,965</td>
<td>$366,061</td>
<td>$138,290</td>
<td>$69,910</td>
</tr>
</tbody>
</table>
D. Internal Funding

Source of Internal Funds (TTU)

<table>
<thead>
<tr>
<th>Source of Internal Funds</th>
<th>04/05</th>
<th>05/06</th>
<th>06/07</th>
<th>07/08</th>
<th>08/09</th>
<th>09/10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Enhancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Incentive</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Line Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Seed Grants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Faculty Start-ups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matching from VP of Research</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special needs and opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Promotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate School Travel Money *</td>
<td>n/a</td>
<td>n/a</td>
<td>$4,404</td>
<td>$7,874</td>
<td>$12,988</td>
<td>$19,295</td>
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<tr>
<td>Graduate School Fellowships</td>
<td>$6,000</td>
<td>$12,000</td>
<td>$12,825</td>
<td>$10,000</td>
<td>$14,000</td>
<td>$8,000</td>
</tr>
<tr>
<td>HEAF</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS:</strong></td>
<td>$6,000</td>
<td>$12,000</td>
<td>$17,229</td>
<td>$17,874</td>
<td>$26,988</td>
<td>$27,295</td>
</tr>
</tbody>
</table>

* Graduate School Travel Money Records do not record by department before 06/07. Also, several students who traveled in 06/07 and 07/08 cannot at this time be connected to a department.

Internal Funding for psychology, 2004 – 2010:

Internal funding for psychology, during the period of 2004 – 2010, has fluctuated considerably from year to year.

For example, internal grants for research have fluctuated from a low of $0 (2006 & 2008) to a high of $326,000 (2009). For the entire 7-year period of 2004 -2010, the average amount of internal funding for research was $100,044 per year. (Data were available for the first 8 months of 2010, but were prorated ahead for all of 2010 for this analysis.)

HEAF funding, for instructional, renovation and research purposes, has also fluctuated considerably during this 7-year period, from $0 to approximately $100,000 per year. The average amount of HEAF funding per year, during the period of 2004 – 2010, has been approximately $50,000.
E. Scholarships and endowments

Endowed Faculty Chairs, and Endowed Scholarships for Students in Psychology, 2004 – 2010:

The Department of Psychology boasts two current Paul Whitfield Horn Professors:

- Dr. Clyde Hendrick, who is a faculty member in the Social Psychology PhD Program.
- Dr. Susan S. Hendrick, who is a faculty member in the Counseling Psychology PhD Program, and is also currently serving as the Chair of the Psychology Department.

These endowed-chair professor positions are funded, in part, through university accounts and endowments, and these professorships are considered among the most-prestigious honors that Texas Tech University may award to its faculty members.

The Department of Psychology also has a Regents Professor endowed-chair faculty position, with a scholarly emphasis on health psychology research and teaching, funded in part by a generous gift from the Skelton Family, which is currently open. This Regents Professor position is also funded by department, university, and endowed accounts.

The Department of Psychology has about 12 endowed scholarships for supporting students. Most of these scholarships are focused on supporting graduate students in psychology who have evidenced academic excellence in all relevant areas, as requested by the original donors of the endowed scholarships. However, some of these scholarships are focused on supporting outstanding undergraduate students who are majoring in psychology. These scholarships usually provide for $1,000 awards per academic year, which also entail a waiver of out-of-state tuition and fees. We award between 10 and 20 of these endowed scholarships to graduate students per academic year. We also support graduate students through scholarships funded by appropriate psychology accounts, along with university-wide scholarships such as the Chancellor’s Doctoral Fellowship and the Health Services Doctoral Scholarship.

Note: Further data on graduate student support, scholarships, grants, and financial matters are also available in previous sections of this report.
F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

<table>
<thead>
<tr>
<th>Type of Space</th>
<th>Number of Rooms</th>
<th>Total Assignable Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty &amp; Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technician</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emeritus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LABS:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Instruction Labs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Labs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STORAGE:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIBRARY:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CENTERS &amp; OTHER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FACILITIES:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab (Instruction &amp; Research)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SQUARE FEET</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department Resources in psychology, 2004 – 2010:

The major resource problem in psychology is that we do not have enough space. Psychology is one of the largest departments on campus, and it includes the largest doctoral program on campus, but it is housed in a modest-sized 4-story building on the Southern side of the campus. The last significant construction was done in the 1970s, although a major renovation of the fourth floor and roof equipment was accomplished in the mid-1990s. This renovation alone cost about $300,000. We also discuss this space issue in the Introduction, the Summary and Conclusions section of the Introduction, and in a separate section of the Introduction titled: “Space Issues for Psychology, 2004 – 2011 and beyond.”

Numerous requests to expand the space for psychology, such as adding several floors to the present 1-story section of the building that houses the Psychology Clinic, have been well-received by at least some in the higher administration, but the funding for it has not yet been secured, and no significant additions to the Psychology Building have been added since the 1970s.

On a more-positive note, however, the space that we do have in psychology has frequently been renovated and improved, often significantly, on a regular basis during the last 20+ years. As one example from many possible, classrooms have been renovated, upgraded, and fitted with modern computer and audio-visual equipment. As another example, computers in offices and labs have been upgraded and replaced on a regular basis. Moreover, many lab
spaces have benefited from renovations and modernizing of the available space. The same thing is true for some (but not all) of the faculty offices, although many faculty offices are on the “small side” (M ~ 120 sq. ft.) compared to what is typical at many large, public research universities.

TA offices, however, tend to be very small and are often located in their advisor’s lab space. The main department offices and the Psychology Clinic office and waiting room have been significantly upgraded and renovated during the last 20 years. Nevertheless, more renovation and improvement in equipment would be very helpful. For instance, the Psychology Clinic has a video-taping system for recording therapy sessions that is horribly outdated, based on 1980s video-tape technology.

We have seen significant and very-helpful upgrades in our photocopying machines and technology during the period of this review, with two state-of-the-art photocopy machines near the main department office now in place. These new machines were added in the summer of 2010. These new machines allow for all of the wonderful options of our digital and computer-driven work environment.

The undergraduate student advising office has also seen a number of equipment and furniture upgrades during the period of this review, which are appreciated by all involved.

The department chair’s office was significantly expanded in 2009, with the resulting office being increased from about 175 sq. ft. to about 400 sq. ft., having two rooms, and bragging very nice furniture, a lovely conference table and chairs, and so forth.

Numerous lab spaces, and perhaps most of them, have been significantly renovated over the last 20 years. In most cases, the total space remains the same, but the quality of the space (and associated equipment) has been improved.

Probably every department chair in psychology for the last 30 years has felt that the understandable need for more and better computers is a relentless demand. We have often been able to meet most—but not all—of this need, however. All faculty offices and labs have at least one modern computer. Most have several. But the “beat marches on” and we always need more new computers, more recent software, newer printers, and so on.

In summary, we desperately need more space. The space that we have is often adequate in terms of quality per square foot and in terms of equipment that is present, but there are some further needs here too. However, our lack of sufficient space is at the crisis point. This space problem makes it very challenging for us to grow. It even makes it very challenging for us to maintain our present size of student programs, enrollment, educational offerings, and our strong quality in teaching, research, and service. We need an addition to our present Psychology Building.
G. HEAF expenditures

**DEPARTMENT COMPLETES**

<table>
<thead>
<tr>
<th></th>
<th>Labs</th>
<th>Classroom</th>
<th>Other (identify)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td></td>
<td></td>
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<tr>
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</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

H. External Program Accreditation – Name of body and date of last program accreditation review, if applicable. Include description of body and accreditation specifics.

**Accreditation of Doctoral Programs in psychology, 2004 – 2010:**

The Clinical Psychology Doctoral Program has been continuously accredited by the American Psychological Association (APA) since 1972. Annual update reports are filed every year with APA, on-campus site visits with the visitors representing APA occur every 5-7 years, and occasionally additional reports are filed with APA. For instance, an APA task force in the department filed a special report with APA in January 2010. The Clinical Psychology Doctoral Program remains fully accredited by APA, with the next on-campus site visit due in 2013.

The Counseling Psychology Doctoral Program has been continuously accredited by the American Psychological Association (APA) since 1963. Annual update reports are filed every year with APA, on-campus site visits with the visitors representing APA occur every 5-7 years, and occasionally additional reports may be necessary. The Counseling Psychology Doctoral Program remains fully accredited by APA, with the next on-campus site visit due in 2013.

The Human Factors Master's/Doctoral Programs have been continuously accredited by the Human Factors and Ergonomics Society (HFES) since 2002. Update reports and/or site visits do occur periodically (e.g., every 6 years). The Human Factors Master's and Doctoral Programs remain fully accredited by HFES, with the next renewal report due in 2014.

Although much of the regular SACS accreditation processes appear to focus on undergraduate education, in contrast to this Self-Study Report which focuses on Psychology graduate programs, to our knowledge the Psychology Department has typically been in good standing with the SACS accreditation site visitors and evaluators for at least the last 30 years.
VI. **Conclusion** – a one- to two-page summary of the observed deficiencies and needs identified by your review. Identify areas of greatest need and areas of significant contributions.

Psychology has some of the strongest doctoral programs on the Texas Tech University campus. By almost any standard of measuring educational excellence, psychology is one of the “jewels in the crown” at TTU. We believe that the 500+ pages in the report document this excellence. But we are always trying to improve, we understand that there are several areas where we can—and should—improve, and we are determined to improve.

**Note:** A detailed, 7-page, single-spaced discussion of these issues—including a Summary and Conclusion section—is available at the beginning of this report.
VII. Appendices – should include, but not be limited to, the following:

A. Strategic Plan
B. Graduate Course Offerings
C. Graduate Student Handbook
D. Graduate Student Association(s)
E. Graduate Faculty Information
APPENDIX A

Strategic Plan

DEPARTMENT ATTACHES COPY

-OR-

PROVIDES STATEMENT SUCH AS BELOW:
Our departmental strategic plan is located at the following website:
www.depts.ttu.edu/historydepartment/strategicplan
## APPENDIX B

### Graduate Course Offerings

**DEPARTMENT COMPLETES TABLE:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
<th>Description</th>
<th>Qualifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABCD 1234</td>
<td>Sample course</td>
<td>(2:2:0)</td>
<td>Overview of sample courses for graduate students</td>
<td>Field experience required</td>
</tr>
</tbody>
</table>

-OR-

**PROVIDES A STATEMENT SUCH AS:**

Our graduate course offerings are located at the following website:
www.depts.ttu.edu/officialpublications/courses/HIST.html.
APPENDIX C

Graduate Student Handbook

DEPARTMENT SUPPLIES COPY OF THE HANDBOOK

-OR-

PROVIDES A STATEMENT SUCH AS:
Our graduate student handbook is not yet in place, but will be based upon the faculty handbook that we created last semester. –OR- Our graduate student handbook can be viewed at www.webaddress.ttu.edu
APPENDIX D

Graduate Student Association(s)

DEPARTMENT WRITES a description and information about their Graduate Student Association(s)

-OR-

PROVIDES A STATEMENT SUCH AS: Our department does not have a Graduate Student Association – only an undergraduate one -OR- The first Graduate Student Association is being formed this year… -OR- Our department had a Graduate Student Association from 1995 until 1999, but disbanded because…
APPENDIX E

Graduate Faculty Information

DEPARTMENT ATTACHES COPIES of entire Confirmation/Reappointment forms submitted for Graduate Faculty Reviews for every faculty member employed during the six years covered in this review (even tenure-track and non-tenured).
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name:  ____Joaquin Borrego________________________ Department/Unit:  Psychology____________________________
Rank/Title:  ____Associate Professor________ Date Submitted:  __October 10, 2010____ Appointment Date:  _Fall 2001____
TTU Email:  Joaquin.Borrego@ttu.edu Phone:  2-3711 ext 232 Campus Mail Stop:  ___42051____________
Mailing Address:  Dept. of Psychology City/State:  Lubbock, TX Zip:  79409-2051

1.  ____X____ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2.  ______Reappointment of lapsed membership
3.  ______ Ex-officio (rank of collegiate dean or higher)
4.  ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5.  ______ Adjunct (employed outside the department/area or outside the University)
6.  ______ Visiting (in a non-tenure-earning position within the University)
7.  ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote:  Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

<table>
<thead>
<tr>
<th># Approve</th>
<th># Disapprove</th>
<th># Abstain</th>
</tr>
</thead>
</table>

Peer Evaluation Representative:

<table>
<thead>
<tr>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
</tr>
</thead>
</table>

Comment:  __________________________  Signature  __________________________  Printed Name:  __________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

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<th>_____ Approve</th>
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Comment:  __________________________  Signature  __________________________  Printed Name:  __________________________

College Dean (of department submitting this application):

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<th>_____ Approve</th>
<th>_____ Disapprove</th>
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Comment:  __________________________  Signature  __________________________  Printed Name:  __________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean)  Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
Include: Degree: Ph.D.
Field: Clinical Psychology
Institution: University of Nevada, Reno
Year Awarded: 2001

II. Professional Experience, Academic and Nonacademic (begin with present position)
Include: Title: Associate Professor of Psychology
Institution/Agency: Texas Tech University
Year(s): 2007-present

Title: Associate Director of Clinical Training
Institution/Agency: Texas Tech University
Year(s): 2007-present

Title: Director of Diversity Enhancement for Psychology Department
Institution/Agency: Texas Tech University
Year(s): 2009-present

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
Include: Student's Name: Joy R. Pemberton
Degree: Ph.D.
Institution: Texas Tech University
Year Completed: 2010

Student's Name: Stuart J. Spendlove
Degree: 2009
Institution: Texas Tech University
Year Completed: 2009

Student's Name: Carol Jackson
Degree: Ph.D.
Institution: Texas Tech University
Year Completed: 2009

Student's Name: Elizabeth S. Ibanez
Degree: Ph.D.
Institution: Texas Tech University
Year Completed: 2007

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students: 20
Department: Psychology
Institution: Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught)
Include: Institution: Texas Tech University
Course Numbers: Psy 5398
Years(s): Fall 2009, Fall 2007, Summer 2006

Institution: Texas Tech University
Course Numbers: Psy 5212
Years(s): Spring 2010, Spring 2008, Spring 2006
VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations

Include: Association: Association for Behavioral and Cognitive Therapies
Editorial Positions: Associate Editor, Cognitive & Behavioral Practice
Offices: Co-chair, Hispanic Issues in Behavior Therapy (HIBT), Special Interest Group
Chair, Student Membership Committee (SMC), 2006-2009
Participation: Convention Program Committee

Association: American Psychology Association
Editorial Positions: none
Years Meetings Attended: 2010, 2007, 2005
Offices: Executive Board member for APA Division 37
Participation: Division 37 Program Committee
Service on Award Panels: Reviewer for Science Directorate Dissertation Grants

Referee for Journals:

Editorial Board:
- Child Maltreatment (2002-present)
- Journal of Clinical Psychology (2007-present)
- Journal of Clinical Child and Adolescent Psychology (2009-present)
- Psicologia Conductual (2006-present)

Reviewer: Child Abuse & Neglect
- Cultural Diversity & Ethnic Minority Psychology (APA Journal)
- Journal of Contemporary Psychology
- Journal of Counseling Psychology
- Professional Psychology: Research & Practice (APA Journal)
- Teaching & Education in Professional Psychology (APA Journal)

VIII. Professional Papers and Abstracts for the last six years


Borrego, J. (2009, April). Using service learning to engage students with underserved populations. Invited presentation given at the Service Learning Faculty Fellows Program, TLTC, TTU.


Borrego, Jr., J. (2006, November). The social validity of behavioral treatment with ethnic minority families: Implications for PCIT. In C. B. McNeil & K. S. Budd (Chairs), Developing Interventions for Latino Children, Youth, and Families, St. Louis, MO.

Barker, C., Pemberton, J. R., & Borrego, J., Jr. (2007, November). The social validity of behavioral treatment with ethnic minority families: Implications for PCIT. In C. B. McNeil & K. S. Budd (Chairs), Applying basic parent-child interaction therapy skills to new populations Symposium at the 41st annual conference of the Association for Cognitive and Behavioral Therapies, Philadelphia, PA.


Borrego, Jr., J. (2006, November). Moderated a Panel Discussion titled, Psychosocial interventions with different Hispanic populations. Panel discussion presented at the 40th annual conference of the Association for Behavioral and Cognitive Therapies, Chicago, IL.


IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Funded:

PIs: Borrego, Jr., J. & Calzada, E.
Title: Examining the Social Validity of Parenting Interventions with Latinos.
Funding Agency: Center for Mental Health Services Research, Washington University
Spring-Fall 2008
Award amount: $26,590

PI: Bickley, L.
Role: Co-Investigator
Title: Bridging the Gap: A Patient-Centered Curriculum for Cultural Competence
Funding Agency: National Heart, Lung, and Blood Institute (NHLBI), National Institute of Health (NIH)
Amount: $424,030

PI: Feng, D.
Role: Co-Investigator
Title: Community-Based Approaches to Overweight and Obesity among Young Children in West Texas
Funding Agency: United States Department of Agriculture (USDA)
March 2006-February 2009
Amount: $1,480,956

PI: Borego, J.
Title: Obesity and Quality of Life in Hispanic Children.
Funding Agency: Research Enhancement Fund (REF), College of Arts & Sciences, Texas Tech University.
September 1, 2005-August 31, 2006
Amount: $2,500

PI: Cohen, L.
Role: Co-Investigator
Title: Graduate Psychology in Education (GPE) grant
Funding Agency: Department of Health & Human Services, Bureau of Health Professions (DHHS)
May 2004-April 2007
Amount: $627,180

PI: Blake, R.
Role: Co-Investigator
Title: LearnStar: Invigorating Undergraduate Education in Chemistry, Mathematics, and Psychology.
Funding Agency: National Science Foundation (NSF) Grant #: NSF 0311617
September 2003-August 2006
Amount: $99,952.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

HONORS:
2010 Member, Teaching Academy, Texas Tech University
2010 Faculty Fellow, Institute for Inclusive Excellence, Texas Tech University
2007-2009 & 2009-2011 National Institutes of Health (NIH) Loan Repayment Program (LRP)
2008-2009 Faculty Mentor, Service Learning Program, Texas Tech University
2008 President’s Higher Education Community Service Honor Roll
2007-2008 Faculty Fellow, Service Learning Program, Texas Tech University
2007 Fellow, National Institute of Mental Health, Summer Research Institute for Child Intervention Prevention Services (CHIPS, John Hopkins University)
2005 Summer Research Institute, National Data Archive on Child Abuse and Neglect, Cornell University
2005 President’s Excellence in Diversity and Equity Award
2005 Tribute to Teacher’s Teaching Award, College of Education, Texas Tech University

University Service:
Fall 2010 External Reviewer, Tenure & Promotion Committee, Human Development & Family Studies, TTU
Fall 2009-present Faculty Advisory Board Member, Society for the Advancement of Chicanos and Native Americans in Science (SACNAS), Texas Tech University
Fall 2009-Spring 2010 College of Arts & Sciences Dean Search Committee Member, TTU
Sum 2009-Fall 2009 Research Faculty Mentor, Plains Bridges to the Baccalaureate: Increasing Minorities in Science, TTU
Fall 2008-May 2010 Advisory Council, Service Learning, Texas Tech University
Fall 2008-present Multicultural Core Curriculum Committee, Texas Tech University
Fall 2008-Spring 2009 Faculty Mentor, Service Learning Fellowship Program
Spring-Summer 2008 Core Curriculum Task Force, Texas Tech University
Fall 2007 Scholarship Committee, Cross-Cultural Academic Advancement Center, TTU
Spring 2007 Faculty Mentor, TEACH Fellow, Texas Tech University
Spring 2007 Faculty Mentor, McNair Scholar Program, Texas Tech University

National Service:
2006-2008 Executive Board, Division 37 (Society for Child & Family Policy and Practice) Member-At-Large, American Psychological Association (APA)
2006-2008 Advisory Group, Presidential Task Force on Diversity Education Resources, American Psychological Association (APA)
October 2008 Reviewer, Science Directorate’s Dissertation Research Award (Child Clinical Psychology), American Psychological Association (APA)
August 2008 Grant Reviewer, Supporting Evidence-Based Home Visitation Programs to Prevent Child Maltreatment, Administration on Child, Youth, and Families, The Children’s Bureau, Administration for Children and Families, U.S. Department of Health & Human Services, Bethesda, MD
June 2008  

February 2008  
Grant Reviewer, Mental Health Services in Non-Specialty Settings, National Institute of Mental Health, National Institute of Health

October 2007  
Grant Reviewer, Child Intervention Panel, National Institute of Mental Health, National Institute of Health.

July 2007  
Grant Reviewer, Multi-Level Parent Training Effectiveness Trial, National Center for Injury Prevention & Control (NCIPC), Centers for Disease Control and Prevention (CDC), Atlanta, GA.

March 2007  
Grant Reviewer, Dissertation Grants for Violence Related Injury Prevention Research on Youth Violence, National Center for Injury Prevention & Control (NCIPC), Centers for Disease Control and Prevention (CDC), Atlanta, GA.

April 2006  
Grant Reviewer, Grants for Violence Related Injury Prevention Research on Youth Violence, National Center for Injury Prevention & Control (NCIPC), Centers for Disease Control and Prevention (CDC), Atlanta, GA.

March 2006  
Grant Reviewer, Research Conferences Panel, National Institute of Mental Health, National Institute of Health.

October 2005  
Grant Reviewer, Child Intervention Panel, National Institute of Mental Health, National Institute of Health.

August 2005  

June 2005  
Grant Reviewer, Child Intervention Panel, National Institute of Mental Health, National Institute of Health.

Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: __James R. Clopton_________ Department/Unit: __Psychology_____________________
Rank/Title: __Professor___________ Date Submitted: __09/17/2010___ Appointment Date: __September 1, 1976__
TTU Email: __jim.clopton@ttu.edu_________ Phone: ___806-742-3711, ext. 228__Campus Mail Stop: __2051__
Mailing Address: Dept. Psychology, Box 42051, 18th St. & Boston Ave., Texas Tech U. City/State: Lubbock, TX Zip: 79409

1. __X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ____________________________
Signature
 Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ____________________________
Signature
 Printed Name:

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ____________________________
Signature
 Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:  Degree  Field  Institution  Year Awarded

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include:  Title  Institution/Agency  Year(s)

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include:  Student's Name  Degree  Institution  Year Completed

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include:  No. Students  Department  Institution

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include:  Institution  Course Numbers  Years(s)

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

VII. Current Participation in Professional Associations
   Include:  Association  Editorial Positions
            Years Meetings Attended  Referee for Journals, Proposals, etc.
            Offices, Participation, Etc.  Service on Award Panels, Juries, etc.

VIII. Professional Papers and Abstracts for the last six years

IX. Grant and Contract Activity for the last six years
   List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Updated 10/19/06
I. Academic Background:

Degree: Ph.D.
Field: Psychology
Institution: University of Kansas
Year Awarded: 1974

II. Professional Experience

Title: Professor
Institution: Texas Tech University
Years: 1997-present

III. Direction of Doctoral Dissertations

Students Names: Rick Abbey, Tiffany Savener, Sandy Soenning, Amalyssa Rodriguez, Kim Crosby, and Jennifer Rigsby
Institution: Texas Tech University
Year Completed: 2004-2010

IV. Other Service on Dissertation Committees:

No. Students: 7
Department: Psychology
Institution: Texas Tech University

V. Graduate Courses Taught in the last six years:

Institution: Texas Tech University
Course Numbers: PSY 5322, PSY 5002, PSY 5318, PSY 5311

VI. Published Research and Creative Activity:


VII. Current Participation in Professional Associations:

American Psychological Association, member
Texas Psychological Association, member

VIII. Professional Papers for the last six years:


IX. Grant and Contract Activity for the last six years:

None

X. Other Professional Activities:

Ad hoc reviewer for several professional journals
Frequent observer for the Graduate Dean at dissertation defenses in other departments
**GRADUATE FACULTY APPLICATION FORM**
**TEXAS TECH UNIVERSITY**
**Confirmation / Reappointment**

**Instructions:** Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: __Rosemary Cogan__________ Department/Unit: __Psychology, College of Arts and Sciences___

Rank/Title: __Professor___________ Date Submitted: __09/17/2010___ Appointment Date: __09/01/1969_____

TTU Email: __r.cogan@ttu.edu__________Phone: __806-742-3711, ext. 253___Campus Mail Stop: __2051__

Mailing Address: Dept. Psychology, Box 42051, 18th St. & Boston Ave., Texas Tech U. City/State: Lubbock, TX Zip: 79409

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1. __X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____Reappointment of lapsed membership
3. _____Ex-officio (rank of collegiate dean or higher)
4. _____Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____Adjunct (employed outside the department/area or outside the University)
6. _____Visiting (in a non-tenure-earning position within the University)
7. _____Retired Faculty

*OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".*

**Restrictions:**

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**Peer Evaluation Vote:** Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

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<th># Approve</th>
<th># Disapprove</th>
<th># Abstain</th>
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**Peer Evaluation Representative:**

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<th>_____Disapprove</th>
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</table>

Comment: ____________________________

Signature ____________________________

Printed Name ____________________________

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**Chair, Department/Area:** (Please attach memo explaining any unusual circumstances.)

<table>
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<th>_____Disapprove</th>
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</table>

Comment: ____________________________

Signature ____________________________

Printed Name ____________________________

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**College Dean (of department submitting this application):**

<table>
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<tr>
<th>_____Approve</th>
<th>_____Disapprove</th>
</tr>
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Comment: ____________________________

Signature ____________________________

Printed Name ____________________________

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Graduate Council Action: (To be completed by the Office of the Graduate Dean) ____________________________________________

Updated 10/19/06
I. Academic Background (begin with last degree; include post-doctoral work)

Degree: Post-graduate Graduation
Field: Psychoanalysis
Institution: Dallas Psychoanalytic Institute
Year Awarded: 1998

Degree: Ph.D.
Field: Psychology
Institution: University of Missouri-Columbia
Year Awarded: 1971

Degree: M.A.
Field: Psychology
Institution: University of Missouri-Columbia
Year Awarded: 1966

Degree: B.A.
Field: Psychology/Anthropology
Institution: University of Missouri-Columbia
Year Awarded: 1964

II. Professional Experience; Academic and Nonacademic (begin with present position)

Title: Professor
Institution/Agency: Texas Tech University
Years: 1985-curr

Title: Intern in Clinical Psychology
Institution/Agency: Detroit Psychiatric Institute
Years: 1990-1991

Title: Associate Professor
Institution/Agency: Texas Tech University
Years: 1973-1985

Title: Assistant Professor
Institution/Agency: Texas Tech University
Years: 1969-1973

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

Student’s Name: Tiffany Fennell
Degree: Ph.D.
Institution: Texas Tech University
Year completed: 2007

IV. Other Service on Graduate Committees in the last six years (Excluding III)

No. Students: 2
Department: Psychology
Institution: Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught)

Institution: Texas Tech University
Course Numbers: PSY 5350
VI. Published Research and Creative Activity in the last six years


**VII. Current Participation in Professional Associations**

- **Associations**: American Psychoanalytic Association
- **Offices, Participation, etc.**: Task force for Psychoanalytic Science (1998-2000)
- **Service on Award Panels**: Fund for Psychoanalytic Research (2000-cur.)

**VIII. Professional Papers and Abstracts for the last six years**


Porcerelli, J. H., Cogan, R., & Kamoo, R. (April, 2010). Child abuse, partner violence, and defense mechanisms in urban women. Paper presented at meetings of the Society for Personality Assessment, San Jose, CA.


IX. Grant and Contract Activity for the last six years – na.
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

-na-
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Lee M. Cohen

Department/Unit: Psychology

Rank/Title: Associate Professor

Date Submitted: October 20, 2010

Appointment Date: September 1, 2000

TTU Email: lee.cohen@ttu.edu

Phone: 742-3711 x236

Campus Mail Stop: 2051

Mailing Address: TTU, Department of Psychology, Box 42051

City/State: Lubbock, TX

Zip: 79409-2051

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. Reappointment of lapsed membership
3. Ex-officio (rank of collegiate dean or higher)
4. Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. Adjunct (employed outside the department/area or outside the University)
6. Visiting (in a non-tenure-earning position within the University)
7. Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions: none

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve  # Disapprove  # Abstain

Peer Evaluation Representative:

_____ Approve  _____ Disapprove

Comment: 

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve  _____ Disapprove

Comment: 

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve  _____ Disapprove

Comment: 

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06

Page 1
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:

   University of California, San Diego Department of Psychiatry (NIDA-Funded)  8/99-8/00  Postdoctoral Fellowship
   San Diego, CA

   Oklahoma State University  5/96-7/99  Ph.D. (Clinical Psychology)
   Stillwater, OK

   University of California, San Diego Psychology Internship Consortium  7/98-6/99  Clinical Internship
   San Diego, CA

   Oklahoma State University  8/94-5/96  M.S. (Psychology)
   Stillwater, OK

   University of California, San Diego  3/91-6/94  B.A (Honors Psychology)
   San Diego, CA

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include:

   2005 – Present  Department of Psychology, Texas Tech University (Associate Professor)

   2010 – Present  Department of family and Community Medicine, Texas Tech University Health Sciences Center (Adjunct Associate Professor)

   2008 – Present  Department of Psychiatry, Texas Tech University Health Sciences Center (Adjunct Associate Professor)

   2005 – Present  Department of Pediatrics, Texas Tech University Health Sciences Center (Adjunct Associate Professor)

   2005 – 2008  Department of Neuropsychiatry and Behavioral Sciences, Texas Tech University Health Sciences Center (Adjunct Associate Professor)

   2001 – 2005  Department of Neuropsychiatry and Behavioral Sciences, Texas Tech University Health Sciences Center (Adjunct Assistant Professor)

   2000 – 2005  Department of Psychology, Texas Tech University (Assistant Professor)

   1999 – 2000  Department of Psychiatry, University of California, San Diego (Postdoctoral Fellow)
1998 – 1999  Department of Psychiatry, University of California, San Diego and the San Diego VA Healthcare System (Psychology Resident/Intern)

1994 – 1998  Department of Psychology, Oklahoma State University (Graduate Assistant)

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
Include:

All of the students listed below received their degrees from Texas Tech University under my direction:

1. Eric Prensky (2005)
5. Valerie Hobson (2010)
7. Charlene Key (anticipated 2010)
8. David Trotter (anticipated 2011)

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include:

I have served on 20 dissertation committees (not as chairperson) in the Department of Psychology at Texas Tech University.

I have served on 28 qualifying examination committees in the Department of Psychology at Texas Tech University.

I have also served on 8 Master’s Thesis equivalent projects as second reader in the Department of Psychology at Texas Tech University.

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

All courses below were taught at Texas Tech University

Introduction to Psychotherapeutic Interventions (PSYCH 5311)

Advanced Practicum in Clinical Psychology (PSYCH 5002)
(taught: 2009, 2010)

Behavioral Medicine (PSYCH 5377)
VI. Published Research and Creative Activity in the last six years (do not include in-house reports)  
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

(* Indicates graduate student)


VII. Current Participation in Professional Associations

**Editorial Positions**

*Assistant Editor*: Addiction 2009 – present

*Editorial Boards*: Teaching and Education in Professional Psychology 2007 – present
Journal of Psychopathology and Behavioral Assessment 2004 – present
Assessment 2003


**Membership in Professional Organizations**

American Psychological Association
- *Division 2: Society for the Teaching of Psychology (Fellow)*
- *Division 38: Health Psychology (Member)*
- *Division 50: Addictions (Member)*

Association for Behavioral and Cognitive Therapies

Research Society on Alcoholism

Society for Research on Nicotine and Tobacco

VIII. Professional Papers and Abstracts for the last six years


[Also highlighted in Monitor on Psychology 39 (9), 13]


[Also abstracted in Alcoholism: Clinical & Experimental Research, supplement to 32 (6), p. 59A]

Cook, S. W., & Cohen, L. M. (2008, March). Training with underserved populations through primary care practica. In E. M. Adams (Chair), Graduate psychology education grants in counseling psychology programs. Symposium to be conducted at the International Counseling Psychology Conference.


*Dempsey, J., **Hobson, V., **Rhodes, A., **Harris, J., **Kerr, L., **Cohen, L. M. (2005, November). Differences in Cortisol Production at Varying Levels of Nicotine Deprivation. Poster presented at the annual convention of the Texas Psychological Association, Houston, Texas.

IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

**Internal Applications, Acceptances**

Laura W. Bush Institute for Women’s Health
Female smokers with and without chronic pain: a clinical exploration of nicotine withdrawal and motivation to quit smoking.
Principal Investigator: John Whitham
Co-Investigators: *David RM Trotter, Lee M. Cohen, & Lance Evans
Funding Dates: November 2010 – December 2010
Total Direct Costs: $5,000
Status: Funded

Texas Tech University - Texas Tech University Health Sciences Center Joint Initiative Neuropathological and Cognitive Sequelae of Binge Drinking: A proposal to Establish Collaborative Research and Preliminary Data for a P2O Center Grant from NIAAA.
Principal Investigators: Alice Young & Greg Schrimsher
Co-Investigators: Susan Bergeson, Charles Bradley, Lee Cohen, Michael O’Boyle & Peter Syapin
Funding Dates: January 2008 – August 2009
Total Direct Costs: $253, 342
Status: Funded
Texas Tech University Big 12 Fellowship
Principal Investigator: Lee M. Cohen
Funding Dates: May 2006
Total Direct Costs: $2,500
Status: Funded

Internal Applications, Not Funded

Texas Tech University Research Enrichment Proposal
The Impact of Smoking and Alcohol Cues on emotional Modulation of the Acoustic Startle Reflex
Principal Investigator: Lee M. Cohen
Funding Dates: January 2008 – August 2009
Total Requested: $31,946.00
Status: Not Funded

External Applications/Acceptances

NIH NIDA 1 R15DA030691-01
The Effect of Confectionary Chewing Gum and the Role of Expectancies on Nicotine Withdrawal Using an EMA Paradigm
Co-Principal Investigators: Lee M. Cohen & Kenneth G. DeMarree
Proposed Funding Dates: September 2010 – August 2013
Total Direct Costs: $300,000
Status: Proposal Scored, Being Revised

Cancer Prevention and Research Institute of Texas (CPRIT):
Health Care Professional Education and Training Award
Implementation of the Clinical Practice Guidelines for Treating Tobacco Use and Dependence in Oncology and Primary Care Settings
Principal Investigators: Lee M. Cohen & Susan Hendrick
Co-Investigators: Everardo Cobos, Betsy Jones, Cynthia Jumper, R. Michael Ragain, Darcy Reich
Proposed Funding Dates: March 2011 – February 2013
Total Direct Costs: $299,956
Status: Revision Under Review

William Wrigley Jr. Company
The Effect of Chewing Gum Flavor on Nicotine Withdrawal
Principal Investigator: Lee M. Cohen
Co-Investigator: Frank L. Collins Jr.
Funding Dates: November 2005 – December 2007
Total Direct Costs: $144,282
Status: Funded
William Wrigley Jr. Company
Cigarette Smokers' Self-Perception of the Effectiveness of Confectionary Chewing Gum in the Reduction of Nicotine Withdrawal and Craving
Principal Investigator: **Lee M. Cohen**
Funding Dates: June 2006 – December 2007
Total Direct Costs: $50,106
*Status: Funded*

Department of Health & Human Services, Bureau of Health Professions
Graduate Psychology Education Program
Principal Investigator: **Lee M. Cohen**
Co-Investigators: Joaquin Borrego Jr., Ruth Maki and Susan Hendrick
Funding Dates: May 2004 – April 2007
Total Direct Costs: $627,170
*Status: Funded*

**NSF 0311617**
LearnStar: Invigorating Undergraduate Education in Chemistry, Mathematics and Psychology
Principal Investigator: Robert E. Blake, Jr.
Co-Investigators: **Lee M. Cohen**, Joaquin Borrego Jr. and George B. Williams
Funding Dates: September 2003 – August 2006
Total Direct Costs: $99,952
*Status: Funded*

**External Applications, Not Funded**

NIH NIAAA 1 R21AA018165-01
Psychological Response to Drug Cues as Treatment Effect in Alcohol Dependence
Co-Principal Investigators: Jared P. Dempsey & **Lee M. Cohen**
Proposed Funding Dates: April 2009 – March 2011
Total Direct Costs Requested: $250,000
*Status: Not Funded*

NIH NIAAA 1 R03AA017979-01
The Impact of Alcohol and Smoking Cues on Emotional Modulation of the Acoustic Startle Response and the Role of Stage of Change
Principal Investigator: **Lee M. Cohen**
Proposed Funding Dates: December 2008 – November 2010
Total Direct Costs Requested: $94,946
*Status: Not Funded*

ABMRF/The Foundation for Alcohol Research
The Impact of Alcohol and Smoking Cues on Emotional Modulation of the Acoustic Startle Response and Stage of Change
Principal Investigator: **Lee M. Cohen**
Proposed Funding Dates: September 2008 – August 2010
Total Direct Costs Requested: $85,862
*Status: Not Funded*
X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

N/A

Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM  
TEXAS TECH UNIVERSITY  
Confirmation /Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: ___Stephen W. Cook, Ph.D.___________________ Department/Unit: _Psychology, College of Arts and Sciences_

Rank/Title: __Associate Professor________ Date Submitted: _October 15, 2010_ Appointment Date: _September 1, 1992_

TTU Email: _s.cook@ttu.edu_________________ Phone: _806-742-3711, x225_______Campus Mail Stop: ___2051_________

Mailing Address: _Department of Psychology, Box 42051, TTU_ City/State: _Lubbock, TX_ Zip: __79409-2051________

1. X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ____ Adjunct (employed outside the department/area or outside the University)
6. ____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

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<tr>
<th># Approve</th>
<th># Disapprove</th>
<th># Abstain</th>
</tr>
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</table>

Peer Evaluation Representative:

<table>
<thead>
<tr>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
</tr>
</thead>
</table>

Comment: _____________________________  
Signature ___________________________  
Printed Name: _______________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

<table>
<thead>
<tr>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
</tr>
</thead>
</table>

Comment: _____________________________  
Signature ___________________________  
Printed Name: _______________________

College Dean (of department submitting this application):

<table>
<thead>
<tr>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
</tr>
</thead>
</table>

Comment: _____________________________  
Signature ___________________________  
Printed Name: _______________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean)  
Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
- Ph.D., Counseling Psychology, University of Missouri-Columbia, 1992
- M.A., Counseling Psychology, University of Missouri-Columbia, 1989
- B.S., Psychology, Texas A&M University, 1986

II. Professional Experience, Academic and Nonacademic (begin with present position)
- Associate Professor, TTU Department of Psychology, 1998 – Present
- Director, TTU Psychology Clinic, 2004 – Present
- Adjunct Associate Professor, TTUHSC Department of Psychiatry, 2009 – Present

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
- Micheal Shields, Ph.D., Texas Tech University, 2010
- Shelda Iverson-Borders, Ph.D., Texas Tech University, 2010
- Aaron Zachary Ward, Ph.D., Texas Tech University, 2009
- *Petra McGuire, M.A., Texas Tech University, 2010
- *Lindsey Moore, M.A., Texas Tech University, 2008
- *Shelda Iverson-Borders, M.A., Texas Tech University, 2008
- *Erin Buck, M.A., Texas Tech University, 2006
- *Aaron Zachary Ward, M.A., Texas Tech University, 2006
- *Micheal Shields, M.A., Texas Tech University, 2006
- *Ty Weckerly, M.A., Texas Tech University, 2005

*Students completed a master’s-level research project and not a formal master’s thesis.

IV. Other Service on Graduate Committees in the last six years (excluding III)
- 3 Students, Psychology, TTU
- 1 Student, Human Development and Family Studies, TTU
- *5 Students, Psychology, TTU

*Students completed a master’s-level research project and not a formal master’s thesis.

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
- TTU, PSY 5316, 2007 – 2010
- TTU, PSY 5345, 2004 – 2007
- TTU, PSY 5002, 2004 – 2009
- TTU, PSY 7000, 2004 – 2010
- TTU, PSY 8000, 2004 – 2010

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations

**American Psychological Association**

2009 - 2011 Member, Continuing Education Committee
2010 Editorial Board Member, *Training and Education in Professional Psychology* (APA journal)
2002-2007 Editorial Board Member, *Journal of Counseling Psychology* (APA journal)
2006 Site Visit Committee Member, Committee on Accreditation (2x)
2004 – 2010 Attended Annual Convention

**American Psychological Association - Division 17 (Society of Counseling Psychology)**

2006 - 2009 Coordinator, Special Interest Groups
2004 - 2006 Awards & Recognition Committee
- 2005 & 2006: Subcommittee Chair
2005 Member, Program Committee Special Task Force
2004 Advisory Board, Vice President for Education and Training

**American Psychological Association - Division 36 (Psychology of Religion)**

2006 - 2008 Member-at-Large, Executive Committee

**Association of Directors of Psychology Training Clinics (ADPTC)**

2008 - Present Co-Chair, New Director Support Committee
2005 - 2010 Member & CE Coordinator, Program Committee for Mid-Winter meetings
2005 – 2009 Attended Annual Convention

**Council of Counseling Psychology Training Programs (CCPTP)**

2005 Panel member for videotaped program, “Gaining Acceptance to a Counseling Psychology Program,” - posted on the APA Division 17 Student Affiliate Group website.
2001 - 2004  Member, Board of Directors
- Coordinator, Outstanding Graduate Student Award
- Liaison to the Association of Counseling Center Training Agencies (ACCTA)
- Chair, Program Planning Committee for 2004 mid-winter conference

**Texas Psychological Association**
2009 - 2011  Board of Trustees (Secretary, 2009)
2009 - 2010  Chair, Academic & Higher Education Committee
2010  Chair, Sequence of Supervision for Licensure Task Force
2008 - 2010  State Legislator “Key Contact” – Serve as primary liaison and contact for Delwin Jones, Texas State Representative, for issues regarding the practice of psychology.
2009 - 2010  Member, Operations Task Force
2007  Program Committee
2004 - 2005  Awards Committee

**South Plains Association of Psychologists**
2007 - 2008  Past President
2005 - 2007  President
2004 - 2005  President-Elect

**Ad Hoc Journal Reviewing**
- *Alcoholism Treatment Quarterly* (2008-2010)

VIII. Professional Papers and Abstracts for the last six years


Cook, S. W. (2005, April). The challenges and rewards of being a Christian psychologist in a state university academic position. Invited address presented at the annual conference of the Christian Association of Psychological Studies, Dallas, TX.


IX. Grant and Contract Activity for the last six years


X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

INVITED PRESENTATIONS:

2009 Integrating Sacred Writings in Therapy. One-hour presentation for TTU Health Science Center Psychiatry residents and faculty supervisors, Lubbock, TX.

2008 Forgiveness, Psychological Functioning, & Psychotherapy. One-hour presentation for TTU Health Science Center Psychiatry residents and faculty supervisors, Lubbock, TX.

2007 Incorporating Religion/Spirituality Into Psychotherapy. One-hour presentation for TTU Health Science Center Psychiatry residents and faculty supervisors, Lubbock, TX.

2007 Religiousness/Spirituality and Health: Research & Assessment. One-hour presentation for TTU Health Science Center Psychiatry residents and faculty supervisors, Lubbock, TX.

2006 Religion/Spirituality and the Practice of Psychology. One-hour CE presentation for the Southwest Psychotherapy Group, Lubbock, TX.
2004  *Spiritual Care: New Areas for Discovery.* Fifty minute CE presentation at the regional conference, Aging Milestones: Understanding the Spiritual Journey, in Lubbock, TX.

2004  *A Few Words About Vocation....* Eighty minute presentations for two College of Human Sciences Senior Capstone Courses.

2004  *Psychosocial Issues and Cardiac Care.* Two-hour presentation in TTU graduate course, Behavioral Medicine.

2004  *Ethical Dimensions of End of Life Care.* Participated in a one-hour panel discussion in this CE program sponsored by the Texas Tech University Health Sciences Center School of Nursing.

**AWARDS & HONORS:**

2007  *Outstanding Contribution to Education Award.* Given by the Texas Psychological Association in recognition of “dedication to excellence and rigor, coupled with compassion and caring on many educational fronts.”

2007  *TTU Mortar Board’s Apple Polishing Award.* Given to TTU faculty and staff members whose “excellence in the classroom has been an inspiration” to a Mortar Board member.

Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: __Kelly Cukrowicz________________ Department/Unit: __Psychology________________________

Rank/Title: __Associate Professor_____ Date Submitted: __Oct. 15, 2010____ Appointment Date: __Sept. 1, 2006________

TTU Email: _kelly.cukrowicz@ttu.edu Phone: __742-3711__________________________ Campus Mail Stop: __2051________

Mailing Address: _Mail Stop 42051________ City/State: __Lubbock TX________________ Zip: __79409-2051________

1. ___x__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)

Updated 10/19/06

Page 1
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree: Postdoctoral fellowship
   Field: Clinical Geropsychology
   Institution: Duke University
   Year Awarded: 2006

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title: Associate Professor
   Institution/Agency: Texas Tech University
   Year(s): 2010 to present

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include: Student's Name: Phillip Smith
   Degree: PhD
   Institution: TTU
   Year Completed: 2008

   Student's Name: Jonathan Fluck
   Degree: PhD
   Institution: TTU
   Year Completed: 2010

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include: No. Students: 11
   Department: Psychology
   Institution: TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include: Institution: TTU
   Course Numbers: PSY5318
   Years(s): 2008-2010

   Institution: TTU
   Course Numbers: PSY5333
   Years(s): 2008-2010

   Institution: TTU
   Course Numbers: PSY5002
   Years(s): 2006-2010

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


   Cukrowicz, K. C., Schlegel, E. F., Jacobs, M. P., Smith, P. N., Van Orden, K. A., Pettit, J. A.,


VII. Current Participation in Professional Associations

<table>
<thead>
<tr>
<th>Association</th>
<th>Years Meetings Attended</th>
<th>Offices, Participation, Etc.</th>
<th>Editorial Positions</th>
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</table>

Association Service:

2008-11 *Research Division Chair and Board Member*. American Association of Suicidology.


2007 *Program Chair and reviewer*. Texas Psychological Association Annual Conference.

Editorial Boards:

2009-Present Associate Editor, Suicide and Life Threatening Behavior
2006-Present Associate Editor, Clinician's Research Digest, APA Journal

Ad Hoc Reviewer:

International Journal of Cognitive Therapy (2009)
International Journal of Geriatric Psychiatry (2009)
Social Science and Medicine (2008, 2009)
Psychotherapy Research (2003)
Behaviour Research and Therapy (2006)

VIII. Professional Papers and Abstracts for the last six years


IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

**Funded Grant Applications**

9/1/2009-8/29/2010
National Institutes of Health, Loan Repayment Program Renewal
"Interpersonal Aspects of Suicide in Older Adults"
Total Support: 50% of eligible student loan debt

8/1/08-7/31/10
American Foundation for Suicide Prevention, Young Investigator Grant
"Interpersonal Vulnerability in Older Caucasian Males: An Examination of the Role of Perceived Burdensomeness"
Role: Principal Investigator
Total Support: $72,250

9/1/08-8/31/09
Texas Tech University, Research Instrumentation Support
"Applied Science Laboratories H6.1 eye tracking system"
Role: Co-Principal Investigator
Total Support: $2,400
Grant Application for Resubmission

Resubmission: 11/16/09 anticipated
National Institute of Mental Health – R21 (Exploratory/Developmental Research Grant)
"Depressed Older Adults: The Impact of Perceived Burdensomeness on Suicide Ideation"
Role: Principal Investigator
Total Support Request: $275,000 (direct costs)
Initial Review: 10/16/08 cycle

Unfunded Grant Applications

Submitted: 10/16/08
National Institute of Mental Health – R21 (Exploratory/Developmental Research Grant)
"Depressed Older Adults: The Impact of Perceived Burdensomeness on Suicide Ideation"
Role: Principal Investigator

Submitted: 10/15/07
Resubmitted: 4/2/08
Texas Tech University Research Enrichment Fund Application
"Under-Reporting of Suicide Ideation in Older Adults"
Role: Lead Principal Investigator

Submitted: 10/15/07
Resubmitted: 4/2/08
Texas Tech University Research Enrichment Fund Application
"Depression-Related Cognitive Distortions: Seeing the Dark Cloud, Ignoring the Silver Lining"
Role: Co-Principal Investigator

Submitted: 12/15/07
American Foundation for Suicide Prevention, Pilot Grant
"Let's Not Talk About It: Patients' Reasons for Not Disclosing Suicide Ideation to Their Primary Care Physicians"
Role: Principal Investigator

Submitted: 8/15/07
American Foundation for Suicide Prevention, Pilot Grant Application
"A Pilot Study of Variables Predicting Imminent Risk for Suicide"
Role: Co-Principal Investigator

Submitted: 7/25/07
National Alliance for Research on Schizophrenia and Depression, Young Investigator
"Under-Reporting of Suicide Ideation in Older Adults"
Role: Principal Investigator
X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.).
GRADUATE FACULTY APPLICATION FORM  
TEXAS TECH UNIVERSITY  
Confirmation / Reappointment  

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: __Patricia R. DeLucia_____ Department/Unit: __Psychology________________

Rank/Title: __Professor______ Date Submitted: __10/15/2010___ Appointment Date: __09/01/1991___________

TTU Email: _pat.delucia@ttu.edu_____ Phone: _806-742-3711, ext. 259__Campus Mail Stop: __2051______

Mailing Address: Dept. Psychology, Box 42051, 18th St. & Boston Ave., Texas Tech U. City/State: Lubbock, TX Zip:  79409

1. X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
PATRICIA R. DeLUCIA

I. Academic Background

(Experimental Psychology/Human Factors)
Ph.D. Columbia University, 1989 (Experimental Psychology)
M.A. Columbia University, 1986 (Experimental Psychology)
M.A. Columbia University, 1984 (Movement Sciences)
B.A. Adelphi University, 1983 (Psychology; summa cum laude)

II. Professional Experience

Professor of Psychology, Texas Tech University, 2004-present
Adjunct Professor, School of Nursing, Texas Tech University Health Sciences Center, 2007-present
Coordinator of the Human Factors Psychology Program, Texas Tech University, 1991-present
Associate Professor of Psychology, Texas Tech University, 1997-2004
Assistant Professor of Psychology, Texas Tech University, 1991-1997
Associate Chairperson, Department of Psychology, Texas Tech University, 1998-2003

III. Direction of Graduate Students: Completed Degrees (all at Texas Tech)

PhD: Anand Tharanathan (2008)

IV. Other Service on Graduate Committees (PhD and MA)

Number of Students: 17
Department: All psychology except one in business
Institution: Texas Tech

V. Graduate Courses Taught (all at Texas Tech)

PSY 5003: 2008

VI. Published Research (bold text signifies graduate students)

Books

Transportation Research Board (2004). Buckling up: Technologies to increase seat belt use. Washington, DC: National Academy Press. SR-278. [Note: This report describes the findings and recommendations of the Committee for the Safety Belt Technology Study on which I served].
Encyclopedia Entries


Chapters


Refereed Journal Articles


DeLucia, P. R., Henz, D., & Hecht, H., & Stacy, R. (submitted). Does intention influence time-to-contact judgments?


**Refereed Conference Proceedings**


Ergonomics Society.


VII. Current Participation in Professional Associations

*Memberships*
American Psychological Association Division 21, Applied Experimental and Engineering Psychology (Fellow)
Human Factors and Ergonomics Society (Fellow)
Psychonomic Society (full membership)
Vision Sciences Society

*Panels and Committees*
Standing Review Panel for the NASA Johnson Space Center Human Research Program, Space Human Factors and Habitability Element
President, Division 21 of the American Psychological Association
Chairperson, Accreditation Committee, Human Factors and Ergonomics Society
Accreditation Task Force, Human Factors and Ergonomics Society
Transportation Advisory Panel, Texas Department of Transportation

*Editorial Service*
Associate Editor, *Human Factors*
Editorial Board, *Journal of Experimental Psychology: Applied*
Editorial Consultant, *Journal of Scientific Psychology*

VIII. Professional Papers and Abstracts (bold text signifies graduate students)


IX. Grant and Contract Activity in Last Six Years

This list does not include grant proposals that were submitted but not funded.


DeLucia, P. R. Visual Memory for Moving Scenes and Implications for Transportation Safety. Advanced Research
Program of THECB. Started 1/1/02. Ended: 10/1/04. Funded.

X. Other professional activities that contribute to graduate education
Coordinator, Human Factors Psychology Program in the Department of Psychology, 1991-present (1 of only
14 accredited programs in the country)
Graduate Council, 2006-2008
Graduate Faculty Subcommittee of Graduate Council, 2006-2008
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Kenneth G. DeMarree Department/Unit: Psychology

Rank/Title: Assistant Professor Date Submitted: 9/17/2010 Appointment Date: 7/16/2008

TTU Email: ken.demarree@ttu.edu Phone: (806) 742-3711 Campus Mail Stop: 2051

Mailing Address: 2001 53rd St City/State: Lubbock, TX Zip: 79412

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

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Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ______ Approve # ______ Disapprove # ______ Abstain

Peer Evaluation Representative:

______ Approve ______ Disapprove

Comment: __________________________ Signature __________________________

Printed Name: __________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

______ Approve ______ Disapprove

Comment: __________________________ Signature __________________________

Printed Name: __________________________

College Dean (of department submitting this application):

______ Approve ______ Disapprove

Comment: __________________________ Signature __________________________

Printed Name: __________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
I. Academic Background
Ph.D. Social Psychology, Ohio State University (June 2008)
M.A. Psychology, Ohio State University (June 2003)
B.A. Psychology, University of Rochester (May 2001)

II. Professional Experience, Academic and Nonacademic
2008 – present Assistant Professor, Department of Psychology, Texas Tech University

III. Direction of Graduate Students
none

IV. Other Service on Graduate Committees
7000 (Masters) Committee Member, 5 in Texas Tech University Department of Psychology
Qualifying Exam Coordinator, 2 in Texas Tech University Department of Psychology
Qualifying Exam Committee Member, 2 in Texas Tech University Department of Psychology, 1
in Texas Tech University School of Mass Communications
Dissertation Committee Member, 5 in Texas Tech University Department of Psychology

V. Graduate Courses Taught
PSY 5328, Texas Tech University, SP 2009, SU 2009, SP 2010, AU 2010
PSY 5001, Texas Tech University, AU 2008

VI. Published Research
self stereotype primes and self-monitoring on the self-concept. Journal of Personality

behavior effects. In A. Tesser, J. V. Wood & D. A. Stapel (Eds.), On Building, Defending
and Regulating the Self: A Psychological Perspective (pp. 245-271). New York:
Psychology Press.

prime to behavior effects: The Active-Self Account. Personality and Social Psychology

International Journal of Psychology and Psychological Therapy, 7(2), 159-188.

non-threatening persuasion domains: Timing affects the process. Personality and Social
Psychology Bulletin, 33(11), 1533-1546.

attitudes: Implications for attitude measurement, change, and strength. Social Cognition

accessibility. Social and Personality Psychology Compass, 1(1), 441-468.


VII. Current Participation in Professional Associations
American Psychological Association, Member
Association for Psychological Science, Member
Midwestern Psychological Association, Member, attended 2004-2008, 2010
Society for Personality and Social Psychology, Member, attended, 2004-2010
Society for Clinical and Social Psychology, Member, no conference
International Society for Self and Identity, Member

Grant Reviewing: Time-sharing Experiments for the Social Sciences (TESS)

Conference Reviewing: SPSP Graduate Travel Awards

Ad Hoc Journal Reviewing:
- Psychological Science
- Personality and Social Psychology Review
- Journal of Personality and Social Psychology
- Personality and Social Psychology Bulletin
- Journal of Experimental Social Psychology
- Journal of Personality
- European Journal of Social Psychology
- British Journal of Social Psychology
- Personality and Individual Differences
- Self and Identity
- Social Psychological and Personality Science
- Basic and Applied Social Psychology
- Analyses of Social Issues and Public Policy
- Cultural Diversity & Ethnic Minority Psychology

VIII. Professional Papers and Abstracts for the last six years


**IX. Grant and Contract Activity for the last six years**

NSF Grant 0094964, Diana C. Mutz and Arthur Lupia, Principal Investigators 12/2008

Time-sharing Experiments for the Social Sciences (TESS). Award involved the collection of 7896 respondent questions using a nationally-representative subject pool for a project titled *Regulatory Focus as a Determinant of Feelings of Ambivalence and Ambivalence Reduction*

**Agency:** National Institute for Drug Abuse
Title: The effect of confectionary chewing gum and the role of expectancies on nicotine withdrawal using an EMA paradigm
Role: Co-PI with Lee M. Cohen
Amount requested: $300,000 direct ($425,775 total)
Proposed dates: 9/1/2010-8/31/2013
Submitted date: 2/25/2010
Submission status: Pending

Agency: National Science Foundation
Title: Attitude regulation: Investigating the impact of desired attitudes
Role: PI
Amount requested: $214,492 direct ($293,457 total)
Submitted date: 7/15/2010
Submission status: Pending

X. Graduate Training Activities:
2008-2010 Graduate Studies Committee (TTU Dept of Psychology)
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Catherine C. Epkins
Department/Unit: Department of Psychology

Rank/Title: Associate Professor
Date Submitted: October 15, 2010
Appointment Date: September 1994

TTU Email: catherine.epkins@ttu.edu
Phone: 742-3711 ext 240
Campus Mail Stop: 2051

Mailing Address: Psychology Department Box 42051
City/State: Lubbock, Texas
Zip: 79409-2051

1. ___X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

**OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".**

Restrictions:

---

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve   # _____ Disapprove   # _____ Abstain

Peer Evaluation Representative:

_____ Approve   _____ Disapprove

Comment: ____________________________
Signature:
________ Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve   _____ Disapprove

Comment: ____________________________
Signature:
________ Printed Name:

College Dean (of department submitting this application):

_____ Approve   _____ Disapprove

Comment: ____________________________
Signature:
________ Printed Name:

---

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume. Where indicated, limit responses to the **last six years**. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:

   Degree      Ph.D.
   Field       Clinical Psychology
   Institution  University of Memphis
   Year Awarded  1991

   Degree      M.S
   Field       Clinical Psychology
   Institution  University of Memphis
   Year Awarded  1989

   Degree      M.S
   Field       Clinical Psychology
   Institution  Illinois State University
   Year Awarded  1987

   Degree      B. A.
   Field       Psychology and Sociology
   Institution  Indiana University
   Year Awarded  1983

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include:

   Title   Associate Professor
   Institution/Agency  Texas Tech University
   Year(s)  September 2000 to present

   Title   Co-Associate Chair
   Institution/Agency  Texas Tech University. Psychology Department
   Year(s): August 2004 to August 2005

   Title   Acting Director of Graduate Studies
   Institution/Agency  Texas Tech University. Psychology Department
   Year(s): Spring Semester 2004

   Title   Assistant Professor
   Institution/Agency  Texas Tech University
   Year(s)  September 1994 – August 2000

   Title   Assistant Professor
   Institution/Agency  Auburn University
   Year(s)  September 1991 – August 1994

III. Direction of Graduate Students (completed theses and dissertations **directed** in the **last six years**)

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Kelly Davis Urban</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Institution</td>
<td>Texas Tech University</td>
</tr>
<tr>
<td>Year Completed</td>
<td>Dissertation defended May 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Leslie Romero</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
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</tr>
<tr>
<td>Institution</td>
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</tr>
<tr>
<td>Year Completed</td>
<td>Dissertation defended in June 2010</td>
</tr>
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<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Jayme Stednitz</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
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</tr>
<tr>
<td>Institution</td>
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<tr>
<td>Year Completed</td>
<td>Dissertation defended in 2005</td>
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</table>

<table>
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<tr>
<th>Student’s Name</th>
<th>Laura Kurtas Eskridge</th>
</tr>
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<tbody>
<tr>
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<td>Year Completed</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>David Heckler</th>
</tr>
</thead>
<tbody>
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<td>Degree</td>
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</tr>
<tr>
<td>Institution</td>
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<td>Year Completed</td>
<td>Dissertation proposed May 2010</td>
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<tr>
<th>Student’s Name</th>
<th>Meghan Goodrich Marnell</th>
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</thead>
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<tr>
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<td>Year Completed</td>
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<tr>
<th>Student’s Name</th>
<th>Cassondra Hoskinson</th>
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<td>Degree</td>
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</tr>
<tr>
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<td>Year Completed</td>
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<tr>
<th>Student’s Name</th>
<th>Tabatha Blount</th>
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</thead>
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<td>Degree</td>
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</tr>
<tr>
<td>Institution</td>
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<td>Year Completed</td>
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<tr>
<th>Student’s Name</th>
<th>Christie Gardner</th>
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<tr>
<td>Degree</td>
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<tr>
<td>Institution</td>
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<td>Year Completed</td>
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<table>
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<tr>
<th>Student’s Name</th>
<th>Natalie Scanlon</th>
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<tr>
<td>Degree</td>
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<td>Institution</td>
<td>Texas Tech University</td>
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<td>Year Completed</td>
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<table>
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<th>Student’s Name</th>
<th>Cassondra Hoskinson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree</td>
<td>M.A.</td>
</tr>
</tbody>
</table>
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved May 2008  
**Student’s Name**: Meghan Goodrich  
**Degree**: M.A.  
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved Feb 2008

**Student’s Name**: Shawn Rose  
**Degree**: M.A.  
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved Fall 2007

**Student’s Name**: Suzy Hutcherson  
**Degree**: M.A.  
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved Fall 2007

**Student’s Name**: Leslie Romero  
**Degree**: M.A.  
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved May 2006

**Student’s Name**: Kelly Davis  
**Degree**: M.A.  
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved May 2006

**Student’s Name**: Tabatha Blount  
**Degree**: M.A.  
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved Nov 2006

**Student’s Name**: Sharon Fleshman  
**Degree**: M.A.  
**Institution**: Texas Tech University  
**Year Completed**: 7000/Masters Level Research Project Approved May 2005

**IV. Other Service on Graduate Committees in the last six years (excluding III)**  
Include:

- **Qualifying Exams Committee Chairperson for:**  
  **No. Students**: 7  
  **Department**: Psychology  
  **Institution**: Texas Tech University

- **Dissertation Committee Member for:**  
  **No. Students**: 11  
  **Department**: Psychology  
  **Institution**: Texas Tech University

- **Second reader for 7000/Masters Level Research Project:**  
  **No. Students**: 9  
  **Department**: Psychology
Institution Texas Tech University

Qualifying Exam Committees for:
No. Students: 8 (Barker, Fluck, Smith, Reeves-Pemberton, Riggins, Fleshman, Baykina, Hoffman)

Department Psychology
Institution Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

Institution Texas Tech University
Course Numbers PSY 5312
Year(s) Spring 2004, Spring 2005, Spring 2007, Spring 2009

Institution Texas Tech University
Course Numbers PSY 5303
Year(s) Fall 2004, Fall 2005, Fall 2006, Fall 2007, Fall 2008, Fall 2009, Fall 2010

Institution Texas Tech University
Course Numbers PSY 5002

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations
Include: Association Editorial Positions
Years Meetings Attended Referee for Journals, Proposals, etc.
Offices, Participation, Etc. Service on Award Panels, Juries, etc.
Associations, Member of:
  
  American Psychological Association, Division 53 (2004 to present)
  Association for the Advancement of Behavioral and Cognitive Therapies (2004 to present)


Editorial Boards of the following Journals:

  
  Journal of Family Psychology (APA Journal; January 2010 to present)
  Psychological Assessment (APA Journal; January 2007 to December 2009)
  Journal of Clinical Child Psychology (renamed Journal of Clinical Child and Adolescent

Assistant Action Editor, Special Section, More than measurement error: Discovering meaning behind informant discrepancies in clinical assessments of youths. This special section is slated to be published, in March 2011, in the Journal of Clinical Child and Adolescent Psychology.

Invited Reviewer for the following Journals (if more than one paper was reviewed in a given year the number of papers reviewed is noted in parentheses):

  
  Journal of Abnormal Child Psychology [2004 (1); 2005 (2); 2008 (3); 2009 (5); 2010 (4)]
  Journal of Consulting and Clinical Psychology [2004 (2); 2005 (3); 2006 (2); 2007 (4)]
  Psychological Assessment [2004 (5); 2005 (6); 2006 (7); 2007 (12); 2008 (10); 2009 (1); 2010]
  Journal of Clinical Child and Adolescent Psychology [2005 (3); 2006 (2); 2007 (3); 2008 (2); 2009 (4); 2010 (3)]
  Journal of Family Psychology [2009 (4); 2010 (7)]
  Developmental Psychology [2009 (2); 2010 (2)]
  Cognitive and Behavioral Practice (2010)
  Journal of Psychopathology and Behavioral Assessment [2009 (4); 2010]
  Journal of Anxiety Disorders (2008)
  Assessment [2008; 2009 (2)]
  Social Behavior and Personality: An International Journal [2006, 2007 (3)]
  Journal of Affective Disorders (2005)
  Social Development [2007 (2); 2008 (2); 2009 (2); 2010]
  Journal of Social and Personal Relationships [2005 (3); 2006 (4); 2007 (5); 2008 (3); 2009; 2010 (3)]
  Psychiatry Research (2005)
  Depression and Anxiety (2005)
  Journal of Adolescence (2005)
  Behaviour Research and Therapy [2005 (2); 2009]

Service on Award Panels:

  

VIII. Professional Papers and Abstracts for the last six years


Epkins, C. C., & Davis, K. A. (2008, November). Does children’s perceived social support mediate and/or moderate social and academic competence-depression relations? Poster session presented at the 42nd Annual Convention of the Association of Behavioral and Cognitive Therapies, Orlando, FL.


IX. **Grant and Contract Activity for the last six years**

   List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

   None.

X. **Indicate other professional activities during the last six years that contribute to graduate education**

   (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

   Chairperson: Graduate Programs Committee, Psychology Dept (Spring 2004; 2008-2009)

   Member of Graduate Programs Committee, Psychology Dept (Fall 2005 through Spring 2007)

   Clinical Psychology Graduate Student Admissions 2-Person Committee (Chairperson; 2009-2010; Second Member 2003-2004; 2008-2009)

   Updated 10/19/06
**GRADUATE FACULTY APPLICATION FORM**  
**TEXAS TECH UNIVERSITY**  
**Confirmation / Reappointment**

**Instructions:** Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

**Name:** Sheila Garos  
**Department/Unit:** Psychology/ Counseling Division

**Rank/Title:** Associate Professor  
**Date Submitted:** 9-16-2010  
**Appointment Date:** 2/200

**TTU Email:** sheila.garos@ttu.edu  
**Phone:** 742-3711 x 229  
**Campus Mail Stop:** 2051

**Mailing Address:** TTU Psychology Dept, MS 42051  
**City/State:** Lubbock, TX  
**Zip:** 79410-2051

1. **X** Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2.  
3.  
4.  
5.  
6.  
7.  

   **OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”**

**Restrictions:**

**Peer Evaluation Vote:** Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

<table>
<thead>
<tr>
<th># Approve</th>
<th># Disapprove</th>
<th># Abstain</th>
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**Peer Evaluation Representative:**

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<tr>
<th>Approve</th>
<th>Disapprove</th>
<th>Signature</th>
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<tbody>
<tr>
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**Chair, Department/Area:** (Please attach memo explaining any unusual circumstances.)

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<th>Approve</th>
<th>Disapprove</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Comment</td>
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</table>

**College Dean (of department submitting this application):**

<table>
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<tr>
<th>Approve</th>
<th>Disapprove</th>
<th>Signature</th>
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**Graduate Council Action:** (To be completed by the Office of the Graduate Dean)  
**Updated:** 10/15/06

Page 1
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree  Ph.D.
   Field            Counseling Psychology
   Institution      Arizona State University
   Year Awarded     1998

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title  Associate Professor of Psychology
   Institution/Agency  Texas Tech University
   Year(s)         2006-present

   Include: Title  Assistant Professor of Psychology
   Institution/Agency  Texas Tech University
   Year(s)         2004-2006

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include: Student's Name
   Degree
   Institution
   Year Completed

   **Dissertation Chair for the following students:**
   Amanda Wheeler, Ph.D., TTU, 2004 - present
   Erin McCrory, Ph.D., TTU, 8/2010 - present
   Juliana Harris, Ph.D., TTU, 8/2010 - present
   Jason Frizzell, Ph.D., TTU, 2006
   Jeff Martindale, Ph.D., TTU, 2005

   **Thesis Chair for the following students:**
   Ashley Brown, MA, TTU, 2005 – 2009
   Erin McCrory, MA, TTU, 2007 – 2010
   Amanda Wheeler, MA, TTU, 2007
   Julianna Harris, MA, TTU, 2006 – 8/2010
   Jennifer Vencill, MA, TTU, 2008 - present
   Jennifer Pollack, MA, TTU, 2009 - present
   R.B. Watts, MA, TTU, 2008 – present
   Michelle Gaines, MA, TTU, 2005
   Kristen Chambliss, MA, TTU, 2005
   Lucas Shaw, MA, TTU, 2004

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include: No. Students
   Department
   Institution

   Member of Dissertation Committee since 2004: 10 students, Psychology Dept, TTU
   Member of Thesis Committee since 2004: 6 students, Psychology Dept, TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught)
   Include: Institution
   Course Numbers
   Year(s)
PSY 5002 Advanced Practicum: 2004 - present
PSY 7000 Research (thesis): 2004 - present
PSY 8000 Doctoral Dissertation Research: 2004 - present
PSY 5004 Doctoral Internship: 2007 - present
PSY 5306 Professional Issues and Ethics 2004-present
PSY 4000 Individual Problems Course: 2004 – present
PSY 4325 Drugs, Alcohol and Behavior: 2004-2009
PSY 4323 Interviewing Principles and Practices: 2006

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Referred Publications:

Book Chapters

Book Reviews

VII. Current Participation in Professional Associations
Include: Association Editorial Positions
Years Meetings Attended Referee for Journals, Proposals, etc.
Offices, Participation, Etc. Service on Award Panels, Juries, etc.

Member, American Psychological Association
Licensed Psychologist, State of Texas
Member, Texas Tech University Teaching Academy
Journal Referee for:
Journal of Sex Research: 2004
Personal Relationships: 2005
Sex Roles: 2008, 2009
Psychooncology: 2009
Psychology of Women’s Quarterly: 2010

VIII. Professional Papers and Abstracts for the last six years


Fennell, T., & Garos, S. (2006, August). *The effect of framing on decision-making in sexual situations.* Poster accepted for presentation at the American Psychological Association (APA) Annual Convention, New Orleans, LA.


**IX. Grant and Contract Activity for the last six years**

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that: (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

**Grant Proposals – Not Funded**

*Direction and velocity of endometrial fluid movement during female orgasm and implications on recognizing female orgasmic disorder as a contributing factor to delayed conception.* (submitted September, 2009, under review).

**Principle Investigator:** Shelley Hook, M.D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center

**Co-Investigators:**
Sheila Garos, Ph.D., Texas Tech University Department of Psychology; Jennifer Phy, M.D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center; Sami Jabarra, M.D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center

**Contributor:**
Jennifer Vencill

*A longitudinal study of quality of life and other psychological correlates in prostate cancer patients and their partners,* TTUHSC & TTU Research Initiative (submitted February, 2007, not funded).

**Co-Investigators:**
Carlos Torres, M.D., Radiation Oncology, Texas Tech University Health Sciences Center
Bill Kubricht, MMSc, Clinical Oncology, Texas Tech University Health Sciences Center
Jonathan Vordermark, M.D., Pediatric Urology, Texas Tech University Health Sciences Center
Sheila Garos, Ph.D., Department of Psychology, Texas Tech University
David Wester, Ph.D., Natural Resources Management, Texas Tech University

*Ethnic Differences in Sex Knowledge, Satisfaction Indices, and Psychological Variables in Prostate Cancer Patients and Their Partners,* American Cancer Society Institutional Research Grant. (submitted August 2005, not funded)

**Principal Investigator:** Sheila Garos, Ph.D., Texas Tech University Psychology Department

**Co-Investigator:** Dr. David Aronoff, TTUHSC Department of Surgery, Division of Urology.
Grant Proposals - Funded

Variables that Impact the Quality of Life of Hysterectomy Patients: with special emphasis on the partner and sexuality, 2008-2009 University Medical Center Women’s Health Seed Grant Project (funded: $500.00, 1/14/09)

Principle Investigators
Cornelia deReese, M.D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center

Co-Investigators
Sheila Garos, Ph.D., Associate Professor of Psychology and Counseling Psychology Training Director, Texas Tech University, Psychology Department

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Counseling Psychology Division Director, Fall 2007-present

Courses Developed

Texas Tech University Extended Studies Course Guide: Drugs, Alcohol, and Behavior
Honors Course: PSY 4325: Drugs, Alcohol, and Behavior

Invited Workshops

Texas Tech University Health Sciences Center, Department of Neuropsychiatry
The Psychosocial Assessment of Sexual Disorders (April 2009)

Texas Tech University Health Sciences Center, Department of Neuropsychiatry
Transgender (May 2008)

Texas Tech University Student Counseling Center
Sexual Issues in Couple’s Therapy (April, 2008)

Texas Tech University Health Sciences Center, Department of Neuropsychiatry
Psychosexual Disorders and Dysfunctions (May, 2006)

Texas Tech University Health Sciences Center, Department of Neuropsychiatry, EAP

Texas Tech University Health Sciences Center, Department of Neuropsychiatry, Psychiatry Club

Adjunct Appointments

Clinical Faculty, Department of Surgery, Division of Urology, Texas Tech University Health Sciences Center

Clinical Faculty, Department of Neuropsychiatry, Texas Tech University Health Sciences Center
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)

Include: Degree Ph.D.
Field Counseling Psychology
Institution Arizona State University
Year Awarded 1998

II. Professional Experience, Academic and Nonacademic (begin with present position)

Include: Title Associate Professor of Psychology
Institution/Agency Texas Tech University
Year(s) 2006-present

Include: Title Assistant Professor of Psychology
Institution/Agency Texas Tech University
Year(s) 2004-2006

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

Include: Student's Name
Degree
Institution
Year Completed

Dissertation Chair for the following students:

Amanda Wheeler, PH.D., TTU, 2004 - present
Erin McCrory, PH.D., TTU, 8/2010 - present
Julianna Harris, PH.D., TTU, 8/2010 - present
Jason Frizzell, PH.D., TTU, 2006
IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students Department Institution

Member of Dissertation Committee since 2004: 10 students, Psychology Dept, TTU
Member of Thesis Committee since 2004: 6 students, Psychology Dept, TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include: Institution Course Numbers Years(s)

PSY 5002 Advanced Practicum: 2004 - present
PSY 7000 Research (thesis): 2004 - present
PSY 8000 Doctoral Dissertation Research: 2004 - present
PSY 5004 Doctoral Internship: 2007 - present
PSY 5306 Professional Issues and Ethics 2004-present
PSY 4000 Individual Problems Course: 2004 - present
PSY 4325 Drugs, Alcohol and Behavior: 2004-2009
PSY 4323 Interviewing Principles and Practices: 2006

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)

List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Refereed Publications:


Book Chapters


Book Reviews


VII. Current Participation in Professional Associations

Include: Association Editorial Positions Years Meetings Attended Referee for Journals, Proposals, etc. Offices, Participation, Etc. Service on Award Panels, Juries, etc.

Member, American Psychological Association

Licensed Psychologist, State of Texas

Member, Texas Tech University Teaching Academy
Journal Referee for:

Journal of Sex Research: 2004
Personal Relationships: 2005
Sex Roles: 2008, 2009
Psychooncology: 2009
Psychology of Women’s Quarterly: 2010

VIII. Professional Papers and Abstracts for the last six years


Fennell, T., & Garos, S. (2006, August). The effect of framing on decision-making in sexual situations. Poster accepted for presentation at the American Psychological Association (APA) Annual Convention, New Orleans, LA.


IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were valued by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Grant Proposals – Not Funded

Direction and velocity of endometrial fluid movement during female orgasm and implications on recognizing female orgasmic disorder as a contributing factor to delayed conception. (submitted September, 2009, under review).

Principle Investigator: Shelley Hook, M. D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center

Co-Investigators:
Sheila Garos, Ph.D., Texas Tech University Department of Psychology;
Jennifer Phy, M.D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center; Sami Jabarra, M.D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center
Contributor: Jennifer Vencill

A longitudinal study of quality of life and other psychological correlates in prostate cancer patients and their partners, TTUHSC & TTU Research Initiative (submitted February, 2007, not funded).

Co-Investigators:
Carlos Torres, M.D., Radiation Oncology, Texas Tech University Health Sciences Center
Bill Kubricht, MMSc, Clinical Oncology, Texas Tech University Health Sciences Center
Jonathan Vordermark, M.D., Pediatric Urology, Texas Tech University Health Sciences Center
Sheila Garos, Ph.D., Department of Psychology, Texas Tech University
David Wester, Ph.D., Natural Resources Management, Texas Tech University

Ethnic Differences in Sex Knowledge, Satisfaction Indices, and Psychological Variables in Prostate Cancer Patients and Their Partners, American Cancer Society Institutional Research Grant. (submitted August 2005, not funded)

Principal Investigator: Sheila Garos, Ph.D., Texas Tech University Psychology Department
Co-Investigator: Dr. David Aronoff, TTUHSC Department of Surgery, Division of Urology.
Grant Proposals – Funded

Variables that Impact the Quality of Life of Hysterectomy Patients: with special emphasis on the partner and sexuality, 2008-2009 University Medical Center Women’s Health Seed Grant Project (funded: 9,500.00, 1/14/09)

Principal Investigators
Cornelia deRiese, M.D., Department of Obstetrics and Gynecology, Texas Tech University Health Sciences Center
Co-Investigators

Sheila Garos, Ph.D., Associate Professor of Psychology and Counseling Psychology Training Director, Texas Tech University, Psychology Department

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Counseling Psychology Division Director, Fall 2007-present

Courses Developed

Texas Tech University Extended Studies Course Guide: Drugs, Alcohol, and Behavior

Honors Course: PSY 4325: Drugs, Alcohol, and Behavior

Invited Workshops
Texas Tech University Health Sciences Center, Department of Neuropsychiatry The Psychosocial Assessment of Sexual Disorders (April 2009)

Texas Tech University Health Sciences Center, Department of Neuropsychiatry Transgender (May 2008)

Texas Tech University Student Counseling Center Sexual Issues in Couple’s Therapy (April, 2008)

Texas Tech University Health Sciences Center, Department of Neuropsychiatry Psychosexual Disorders and Dysfunctions (May, 2006)

Texas Tech University Health Sciences Center, Department of Neuropsychiatry, EAP Disorders of Sexual Frequency and Control: Etiology, Assessment, and Treatment (2004)
Adjunct Appointments

Clinical Faculty, Department of Surgery, Division of Urology, Texas Tech University Health Sciences Center

Clinical Faculty, Department of Neuropsychiatry, Texas Tech University Health Sciences Center
**GRADUATE FACULTY APPLICATION FORM**
**TEXAS TECH UNIVERSITY**
**Confirmation /Reappointment**

**Instructions:** Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: __Jamie C. Gorman_________________________ Department/Unit: _Psychology_____________________________

Rank/Title: __Assistant Professor________________ Date Submitted: ___10/11/10____ Appointment Date: ___09/01/10____

TTU Email: __jamie.gorman@ttu.edu________ Phone: __(806) 742-3711 x230_____ Campus Mail Stop: __2051_________

Mailing Address: __6402 Albany Ave #1205________ City/State: __Lubbock/TX________ Zip: ___79242_________

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>1.</td>
<td><em>X</em> Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years</td>
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<tr>
<td>2.</td>
<td>_____ Reappointment of lapsed membership</td>
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<td>3.</td>
<td>_____ Ex-officio (rank of collegiate dean or higher)</td>
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<td>4.</td>
<td>_____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)</td>
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<td>5.</td>
<td>_____ Adjunct (employed outside the department/area or outside the University)</td>
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<td>6.</td>
<td>_____ Visiting (in a non-tenure-earning position within the University)</td>
</tr>
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<td>7.</td>
<td>_____ Retired Faculty</td>
</tr>
</tbody>
</table>

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

**Restrictions:**

<p>| | |</p>
<table>
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<tr>
<td>Peer Evaluation Vote:</td>
<td>Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.</td>
</tr>
<tr>
<td># _____ Approve</td>
<td># _____ Disapprove</td>
</tr>
</tbody>
</table>

Peer Evaluation Representative: __Approve ______ Disapprove

Comment: ____________________________

Signature: __________________________

Printed Name: ______________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

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<td>______ Approve</td>
<td>______ Disapprove</td>
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</tbody>
</table>

Comment: ____________________________

Signature: __________________________

Printed Name: ______________________

College Dean (of department submitting this application):

<p>| | |</p>
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<tbody>
<tr>
<td>______ Approve</td>
<td>______ Disapprove</td>
</tr>
</tbody>
</table>

Comment: ____________________________

Signature: __________________________

Printed Name: ______________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean)
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree
             Field
             Institution
             Year Awarded

   Post-doctoral research associate
   Applied Experimental Psychology
   Arizona State University
   2007-2010

   Ph. D.
   Cognitive Psychology
   New Mexico State University
   2006

   M. A.
   Cognitive Psychology
   New Mexico State University
   2003

   B. A.
   Experimental Psychology
   University of Texas at San Antonio
   2000

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title
            Institution/Agency
            Year(s)

   Assistant Professor
   Texas Tech University
   2010 – Present

   Post-doctoral Research Associate
   Arizona State University
   2007-2010

   Graduate Research Assistant
   Arizona State University
   2004-2006

   Graduate Research Assistant
   Cognitive Engineering Research Institute
   2004-2006

   Graduate Research Assistant
   New Mexico State University
   2000-2004

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include: Student's Name
            Degree
            Institution
IV. Other Service on Graduate Committees in the last six years (excluding III)
Include: No. Students
Department
Institution

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include: Institution
Course Numbers
Years(s)

Texas Tech University
PSY 5348
2010

Arizona State University
EXW 501
2008

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Journal Publications


Book Chapters


VII. Current Participation in Professional Associations
Include: Association Editorial Positions
Years Meetings Attended Referee for Journals, Proposals, etc.
Offices, Participation, Etc. Service on Award Panels, Juries, etc.

Member, American Psychological Association
None
None

Member, Human Factors and Ergonomics Society
2002-2007; 2009-2010
None

Member, North American Society for the Psychology of Sport and Physical Activity
2010
None

Ad hoc reviewer, Ergonomics
Ad hoc reviewer, Human Factors
Ad hoc reviewer, Journal of Applied Sport Psychology
Ad hoc reviewer, Journal of Experimental Psychology: Applied

Guest Editor

VIII. Professional Papers and Abstracts for the last six years


Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

*Dynamical Modeling of Discourse for Team Performance Analysis and Enhancement, Phase I STTR, 8/1/07-5/31/08, Office of Naval Research, Funded, $44,480*

*Dynamical Modeling of Discourse for Team Performance Analysis and Enhancement, Phase II STTR, 12/16/08-6/16/10, Office of Naval Research, Funded, $499,914*

*Dynamical Modeling of Discourse for Team Performance Analysis and Enhancement, STTR Option I, 8/1/10-8/15/10, Office of Naval Research, Funded, $119, 641*
X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)


Member, Organizing Committee, Communications Analysis Workshop, February 2010, Tempe, AZ.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Erin E. Hardin

Department/Unit: Psychology

Rank/Title: Associate Professor

Date Submitted: 9/22/2010

Appointment Date: 8/2002

TTU Email: erin.hardin@ttu.edu

Phone: 2-3711 x250

Campus Mail Stop: 2051

Mailing Address: Box 42051

City/State: Lubbock, TX

Zip: 79409-2051

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. Reappointment of lapsed membership
3. Ex-officio (rank of collegiate dean or higher)
4. Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. Adjunct (employed outside the department/area or outside the University)
6. Visiting (in a non-tenure-earning position within the University)
7. Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve # Disapprove # Abstain

Peer Evaluation Representative:

Approve Disapprove

Comment: Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

Approve Disapprove

Comment: Signature

Printed Name:

College Dean (of department submitting this application):

Approve Disapprove

Comment: Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   - PhD, Counseling Psychology, The Ohio State University, 2002
   - MA, Counseling Psychology, The Ohio State University, 1998
   - BA, Psychology / Chinese Studies, Grinnell College, 1994

II. Professional Experience, Academic and Nonacademic (begin with present position)
   - Associate Professor, Department of Psychology, Texas Tech University, 2009 - present
   - Assistant Professor, Department of Psychology, Texas Tech University, 2002 - 2008

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   - Tanecia Blue, PhD, TTU, 2010
   - April Adkins, PhD, TTU, 2010
   - Uyen Hoang, PhD, TTU, 2009
   - Femina Varghese, PhD, TTU, 2008

IV. Other Service on Graduate Committees in the last six years (excluding III)
   - 8 other students, Department of Psychology, TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   - All at TTU:

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
VII. Current Participation in Professional Associations

Associate Editor, *Journal of Career Development*

Editorial Board Member, *Journal of Career Assessment*

Editorial Board Member, *The Counseling Psychologist*

Ad hoc reviewer, *Asian American Journal of Psychology*

Ad hoc reviewer, *Journal of Counseling Psychology*

Ad hoc reviewer, *Development and Psychopathology*

Ad hoc reviewer, *Cognitive Therapy and Research*

Ad hoc reviewer, *Journal of Cross-Cultural Psychology*

Ad hoc reviewer, *Cultural Diversity and Ethnic Minority Psychology*

Ad hoc reviewer, *Personality and Social Psychology Review*

Member, American Psychological Association

Member, Asian American Psychological Association


VIII. Professional Papers and Abstracts for the last six years


IX. Grant and Contract Activity for the last six years

**Funded Applications**

1. Texas Tech University Arts and Science Research Council Research Enrichment Fund (REF) Grant
   *How Therapy Affects Self-discrepancies*
   Principal Investigator: Erin E. Hardin
   Funding Dates: Spring, 2008 – Summer 2009
   Total direct costs: $34,396

2. Texas Tech University Big XII Travel Grant
   Principal Investigator: Erin E. Hardin
   Funding Dates: Spring, 2006
   Total direct costs: $2,500

3. Texas Tech University Arts and Science Research Council Research Enhancement Fund (REF) Grant
   *Self-discrepancies in Context*
   Principal Investigator: Erin E. Hardin
   Funding Dates: September 1, 2005 – August 31, 2006
   Total direct costs: $3,500

4. Texas Tech University Teaching and Learning Technology Center (TLTC) Faculty Incentive Grant
The Impact of Visual-Display Based Lecture Presentations In Introductory Psychology  
Principal Investigator: Erin E. Hardin 
Funding Dates: September 1, 2003 – August 31, 2004 
Total direct costs: $9,999

Pending Applications
5. Institute of Education Sciences (IES), U.S. Department of Education (Education Policy, Finance, and Systems Program)  
*Teaching students to expect and value success: Developing an intervention to change beliefs about intelligence and work* (Resubmission)  
Principal Investigator: Erin E. Hardin  
Co-Investigators: Kitty S. Harris  
Funding dates: August 2011 – July 2014  
Total direct costs requested: $1,261,037

6. National Science Foundation (Measurement, Methodology, and Statistics Panel)  
*COLLABORATIVE RESEARCH: Development of the Multidimensional Self-Construal Scale*  
Principal Investigator: Erin E. Hardin  
Co-Investigator: Susan E. Cross  
Funding dates: June 2011 – May 2014  
Total direct costs requested (TTU): $98,984

Unfunded Applications
1. Institute of Education Sciences (IES), U.S. Department of Education (Middle and High School Reform Program)  
*Teaching students to expect and value success: Developing an intervention to change beliefs about intelligence and work* (Resubmission)  
Principal Investigator: Erin E. Hardin  
Co-Investigators: George Comiskey & Kitty S. Harris  
Funding dates: June 2010 – May 2013  
Total direct costs requested: $809,217

2. National Institute of Health (NIH) Challenge Grant  
*Development of the Multidimensional Self-Construal Scale*  
Principal Investigator: Erin E. Hardin  
Co-Investigators: Susan E. Cross, Ph.D.  
Funding dates: October 2009 – September 2011  
Total direct costs requested: $351,288

3. Institute of Education Sciences (IES), U.S. Department of Education (Middle and High School Reform Program)  
*Teaching students to expect and value success: Developing an intervention to change beliefs about intelligence and work*  
Principal Investigator: Erin E. Hardin  
Co-Investigators: George Comiskey & Kitty S. Harris  
Funding dates: August 2009 – July 2012  
Total direct costs requested: $735,323

4. Texas Tech University Education Research Initiative (ERI) Grant  
*Giving At-Risk Students Academic and Career Tools for Tomorrow: A Collaborative Research-Intervention Project.*  
Principal Investigator: Erin E. Hardin  
Co-Investigator: Kitty S. Harris  
Submission date: 7/17/2008  
Amount requested: $124,395
5. Texas Tech University Education Research Initiative (ERI) Grant
   *Giving At-Risk Students Academic and Career Tools for Tomorrow: A Collaborative Research-Intervention Project.*
   Principal Investigator: Erin E. Hardin
   Co-Investigator: Kitty S. Harris
   Submission date: 11/14/2007
   Amount requested: $164,465

6. Texas Tech University Teaching and Learning Technology Center (TLTC) Faculty Incentive Grant
   *Use of a reciprocal interview technique to establish an instructor-student psychological contract: A controlled study of the effects on student and instructor outcomes*
   Principal Investigator: Erin E. Hardin
   Submission date: February, 2005
   Amount requested: $9,708

7. National Institute for Child Health and Human Development (NIH; R01 proposal)
   *Personal growth initiative and well-being*
   Principal Investigator: Christine Robitschek
   Co-Investigators: Erin E. Hardin & Kate Bleckley
   Submission date: January, 2005
   Amount requested: $483,000

X. Indicate other professional activities during the last six years that contribute to graduate education
   (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation /Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Stephanie Lewis Harter, Ph.D. Department/Unit: Psychology

Rank/Title: Associate Professor Date Submitted: October 1, 2010 Appointment Date: August, 1993

TTU Email: steph.harter@ttu.edu Phone: 742-3711 ext. 241 Campus Mail Stop: 2051

Mailing Address: 3509 Northfield Drive City/State: Midland, TX Zip: 79707

1. XXX Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____Approve # _____Disapprove # _____Abstain

Peer Evaluation Representative:

_____Approve _____Disapprove

Comment: ____________________________ Signature

Printed Name: ____________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____Approve _____Disapprove

Comment: ____________________________ Signature

Printed Name: ____________________________

College Dean (of department submitting this application):

_____Approve _____Disapprove

Comment: ____________________________ Signature

Printed Name: ____________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Limit responses to the last six years. If being reconsidered after three years probation, please use the “provisional” application.

**I. Academic Background**  (begin with last degree; include post-doctoral work)  
Include:  
Degree: Ph.D.  
Field Clinical Psychology  
Institution University of Memphis  
Year Awarded 1989  

Degree: M. S.  
Field General Psychology  
Institution University of Memphis  
Year Awarded 1986  

Degree: M. A.  
Field Communication Disorders  
Institution Abilene Christian University  
Year Awarded 1977  

Degree: B. A.  
Field History  
Institution Abilene Christian University  
Year Awarded 1975  

**II. Professional Experience, Academic and Nonacademic**  (begin with present position)  
Include:  
Title Associate Professor  
Institution/Agency Texas Tech University  
Year(s) 1999-present  

Title Assistant Professor  
Institution/Agency Texas Tech University  
Year(s) 1993-1999  

Title Clinical Psychologist  
Institution/Agency Ottumwa Regional Health Center, Ottumwa, IA  
Year(s) 1991-1993  

Title Adjunct Instructor  
Institution/Agency Buena Vista College, Ottumwa, IA  
Year(s) 1992  

Title Clinical Psychologist/Instruction  
Institution/Agency V. A. Medical Center/University of Arkansas for the Medical Sciences, North Little Rock, AR  
Year(s) 1990-1991  

Title Postdoctoral Fellow  
Institution/Agency Duke University Medical School, Durham, NC  
Year(s) 1989  

Title Medical Psychology Intern  
Institution/Agency Duke University Medical School, Durham, NC  
Year(s) 1988-1989
Title: Research Fellow/Graduate Assistant
Institution/Agency: University of Memphis, Memphis, TN
Year(s): 1984-1988

Title: Communication Skills Consultant
Institution/Agency: Rosewood Manor Nursing Home, Memphis, TN
Year(s): 1983-1984

Title: Speech-Language Pathologist
Institution/Agency: Abilene State School, Abilene, TX
Year(s): 1982-1983

Title: Adjunct Instructor
Institution/Agency: Hardin-Simmons University, Abilene, TX
Year(s): 1981-1982

Title: Speech Language Pathologist
Institution/Agency: West Texas Rehabilitation Center
Year(s): Abilene, TX 1977-1981

III. Direction of Graduate Students (completed theses and dissertations directed in last six years)
Include:

Student’s Name: Jennifer Rigsby
Degree: Ph.D., Clinical Psychology
Institution: Texas Tech University
Year Completed: 2005

Student’s Name: Lauren Hoffman
Degree: Ph.D., Clinical Psychology
Institution: Texas Tech University
Year Completed: 2007

Student’s Name: Sharon Fleshman
Degree: Ph.D., Clinical Psychology
Institution: Texas Tech University
Year Completed: 2008

Student’s Name: Joy Humphreys Clark
Degree: Ph.D., Clinical Psychology
Institution: Texas Tech University
Year Completed: 2009

IV. Other Service on Graduate Committees in Last Six Years (excluding III)
Include:

No. Students: 17
Department: Psychology
Institution: Texas Tech University

(This does not include Master’s research PSY 7000 and Ph.D. Qualifying Examination Committees.)
V. Graduate Courses Taught in Last Six Years (list course numbers only once plus the years each was taught.)

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<th>Course Number</th>
<th>Course Title</th>
<th>Year(s)</th>
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<tr>
<td>PSY 5002</td>
<td>Advanced Practicum in Clinical Psychology</td>
<td>2004, 2005, 2007 (2 sections)</td>
</tr>
<tr>
<td>PSY 5360</td>
<td>Structural Equation Modeling</td>
<td>2009, 2010</td>
</tr>
<tr>
<td>PSY 5004</td>
<td>Clinical Internship</td>
<td>2004</td>
</tr>
</tbody>
</table>

VI. Published Research and Creative Activity in Last Six Years (do not include in-house reports)

List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations:

Constructivist Psychology Network, President-Elect 2008-2010, President 2010-present. Attend and present at meetings yearly.

American Psychological Association, member of divisions 10 Aesthetics, Creativity and the Arts; 12 Clinical Psychology; 32 Humanistic Psychology; 40 Clinical Neuropsychology; 56 Trauma Psychology. Attended and presented at the annual meeting in 2009. Accreditation site visitor for the Commission on Program Consultation and Accreditation.

Texas Tech Association for the Advancement of Women in Higher Education, presented at the annual conference 2006.

South Plains Association of Psychologists, participate in the local association of psychologists.

Texas Tech Teaching Academy, participate in meetings and activities regularly.

Editorial Positions:
Journal of Loss and Trauma, 2010-present.
Personal Construct Theory and Practice, 2007-present

Ad Hoc Reviewer (other journals):
Child Abuse & Neglect
Death Studies
International Journal of Behavioral Development
Journal of Consulting and Clinical Psychology
Journal of Family Issues
Journal of Social and Personal Relationships
Journal of Trauma and Dissociation
Personal Construct Theory and Practice
Pragmatic Case Studies in Psychotherapy

Reviewer for book publishers:
Wiley-Blackwell, 2009

VIII. Professional Papers and Abstracts for Last Six Years


IX. Grant and Contract Activity for Last Six Years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

No grant activity other than serving as a consultant on two grant proposals from Chandice Covington, Ph.D., RN, TTUHSC School of Nursing that attempted to fund graduate student RAs from our department, one to the
National Institute of Health, Heart, Lung, and Blood Institute (1,096,996 unfunded) and one to Laura W. Bush Institute for Women's Health & University Medical Center Women's Health Seed Grant Project, TTUHSC School of Nursing, Honey Hall Fund ($22,000 requested, revised budget for lesser amount did not include me or Psychology).

X. Indicate other professional activities that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

I began teaching PSY 5360 Structural Equation Modeling in the Spring 2009. This course had previously been taught by an adjunct. I completely revised the course and developed a lab component when I began teaching it. This was a new course preparation for me.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Clyde Hendrick                         Department/Unit: Psychology

Rank/Title: Horn Professor                   Date Submitted: Sept., 2010                Appointment Date: 8/20/1984

TTU Email: clyde.hendrick@ttu.edu            Phone: 23711, ext 248                      Campus Mail Stop: 2051

Mailing Address: Psychology, TTU             City/State: Lubbock, TX                   Zip: 79409-2051

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)
1. Academic Background: Degree, Field, Institution, Year Awarded

B.A., Psychology, Humboldt State College, Arcata, CA, 1963
M. A., Psychology, University of Missouri, Columbia, 1965
Ph.D., Psychology, University of Missouri, Columbia, 1967

2. Professional Experience; Academic and Nonacademic

1996 - present  Paul Whitfield Horn Professor of Psychology, TTU
1997 - present  Associate Director, Institute for Studies in Pragmaticism, TTU
1995-1996  Professor of Psychology, TTU
1984-1995  Professor, Dept. of Psychology and Dean of the Graduate School, TTU
1977-1984  Professor and Chairman of Psychology, Univ. of Miami, Coral Gables, FL
1968-1977  Asst., Assoc., & Prof. of Psychology, Kent State University, Kent, Ohio
1967-1968  Asst. Professor of Psychology, Humboldt State University, Arcata, CA

3. Direction of Graduate Students (2004-2010)
Elizabeth Najera, Ph.D., Texas Tech University, 2006 (Co-Chair)
Tammy Zaccilli, Ph.D., Texas Tech University, 2007 (Chair)
Gabriela Carrasco, Ph.D., Texas Tech University, 2007 (Chair)
Erin Buck, Ph.D., Texas Tech University, 2010 (Co-chair)
Allison DeFinis, Ph.D., Texas Tech University, 2010 (Co-chair)
Kasi Howard, Ph.D., Texas Tech University, 2010 (Co-chair)

4. Other Service on Graduate Committees (2004-2010)

Member of 14 committees for defended dissertations
Director of 6 committees for completed second-year projects (similar to MA thesis)
Second-reader of 10 second-year projects

5. Graduate Courses Taught (2004-2010)

Texas Tech University, PSY 5001, Special Problems: 2010

6. Published Research and Creative Activity (2004-2010)

Articles:


*Book Chapters, Encyclopedia Entries & Book Review:*


7. Current Participation in Professional Associations

Memberships:

American Psychological Association (Fellow of Division 8)

International Association for Relationship Research (Attended 2004 and 2008 conferences)

Society for Personality and Social Psychology (Attended 2005 conference)

Southwestern psychological Association (President, 1989, Past President 1990)

Association for Psychological Science (Fellow)

Charles S. Peirce Society

Editorial Boards:
Journal of Loss and Trauma
Journal of Social and Personal Relationships

Reviewing Activities:

I have probably reviewed for between 10 and 15 journals over the past six years. After serving as Editor for two journals and a large book series over a long career, I no longer keep count of journal manuscript reviews.


Psychological Association, Nashville, TN.


NA
10. Other Professional Activities:

New Course. This past summer I developed and taught a small doctoral seminar with the ostentatious title of "History and Philosophy of Experimental Social Psychology." I offered it as a 5001-Special Topics. It was well received, although we all worked ourselves into utter exhaustion (an intensive 4-week seminar is tough).
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Susan S. Hendrick
Department/Unit: Psychology

Rank/Title: Paul Whitfield Horn Professor
Date Submitted: 11/1/2010
Appointment Date: 9/1/1984

TTU Email: s.hendrick@ttu.edu
Phone: 742-3711, x 224
Campus Mail Stop: 2051

Mailing Address: Dept. of Psychology, Texas Tech University
City/State: Lubbock, TX
Zip: 79409-2051

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 5 years
2. Reappointment of lapsed membership
3 Ex-officio (rank of collegiate dean or higher)
4 x Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5 Adjunct (employed outside the department/area or outside the University)
6 Visiting (in a non-tenure-earning position within the University)
7 Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve  # Disapprove  # Abstain

Peer Evaluation Representative:

Approve Disapprove

Comment: 
Signature
Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

Approve Disapprove

Comment: 
Signature
Printed Name:

College Dean (of department submitting this application):

Approve Disapprove

Comment: 
Signature
Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)
1. Academic Background: Degree, Field, Institution, Year Awarded

B.A., English, University of Minnesota, Twin Cities, 1966
M.Ed., Rehabilitation Counseling, Kent State University, 1975
Ph.D., Counseling Psychology, Kent State University, 1978

2. Professional Experience; Academic and Nonacademic

2005 - present         Paul Whitfield Horn Professor of Psychology
1992 - 2004             Professor, Dept. of Psychology, Texas Tech University
1988 - 1992             Associate Professor, Dept. of Psychology, Texas Tech Univ
1984 - 1988             Assistant Professor, Dept. of Psychology, Texas Tech University
2004 – present         Adjunct Professor, Dept. of Internal Medicine, Division of Oncology/Hematology, Texas Tech University School of Medicine

3. Direction of Graduate Students (2004-2010)

Nadine Bartsch, Ph.D., Texas Tech University, 2004
Jennifer Boothe, Ph.D., Texas Tech University, 2004
Elizabeth Najera, Ph.D., Texas Tech University, 2006 (Co-chair)
Rico Mosby, Ph.D., Texas Tech University, 2007
Kristen Chambliss, Ph.D., Texas Tech University, 2008
Erin Buck, Ph.D., Texas Tech University, 2010 (Co-chair)
Allison Definis, Ph.D., Texas Tech University, 2010 (Co-chair)
Kasi Howard, Ph.D., Texas Tech University, 2010 (Co-chair)

4. Other Service on Graduate Committees (2004-2010)

Member of 24 committees for defended dissertations
Director of 3 committees for completed second-year projects (similar to MA thesis)
Second-reader of 10 second-year projects

5. Graduate Courses Taught (2004-2010)


6. Published Research and Creative Activity (2004-2010)

Articles:


*Book Chapters and Encyclopedia Entries:*
relationships (pp. 159-182). Mahwah, NJ: Erlbaum.


Books:


7. Current Participation in Professional Associations

American Psychological Association (Fellow of Divisions 1 & 8; member of Division 17)
International Association for Relationship Research (Attended 2004 and 2008 conferences and 2005 mini-conference)

National Council on Family Relations (Attended 2006 conference)

Society for Personality and Social Psychology (Attended 2005 conference)


Hendrick, S. S. (2005, July). Participant in roundtable, J. Sargent (Chair), A research dialogue: Privacy, health, and family relationships. Presented at the International Association for Relationship Research Special Topics Conference, Indiana University-Purdue University, Indianapolis, Indianapolis, IN.

Hendrick, S. S. (2005, July). Self-disclosure: Different meanings across different life stages. In A. Miller (Chair), Negotiating relational challenges, privacy management, and health in intimate relationships. Paper presented at the International Association for Relationship Research Special Topics Conference, Indiana University-Purdue University, Indianapolis, Indianapolis, IN.


Fleshman, S., Chambliss, K., Mosby, R., Tran, U., & Hendrick, S. S. (2006, April). Communicating with patients. Oncology Grand Rounds presented at the Texas Tech University Health Sciences Center and University Medical Center, Lubbock, TX.


presented at the Annual Meeting of the Society for Personality and Social Psychology, Albuquerque, NM.


Graduate Psychology Education Program. Texas Tech University Graduate Psychology Education Program. (Lee Cohen, Project Director; Ruth Maki, Joaquin Borrego, Susan Hendrick, and Robin Hilsabeck, Contributing Faculty). Bureau of Health Professions: Health, Resources, and Services Administration, $627,160; 5/1/04-4/30/07.


10. Other Professional Activities:

   Editorial Boards:

   *Journal of Loss and Trauma*
   *Journal of Social and Personal Relationships*
   *Personal Relationships*
**Instructions:** Please complete this cover sheet and **type** complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

Name: Keith S. Jones  
Department/Unit: Psychology  
Rank/Title: Associate Professor  
Date Submitted: 9/20/10  
Appointment Date: 9/1/03  
TTU Email: keith.s.jones@ttu.edu  
Phone: 806-742-3711 x 239  
Campus Mail Stop: 2051  
Mailing Address: Department of Psychology, Texas Tech University  
City/State: Lubbock, TX  
Zip: 79409-2051

1. **X** Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years  
2. ___ Reappointment of lapsed membership  
3. ___ Ex-officio (rank of collegiate dean or higher)  
4. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)  
5. ___ Adjunct (employed outside the department/area or outside the University)  
6. ___ Visiting (in a non-tenure-earning position within the University)  
7. ___ Retired Faculty

*OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".*

**Restrictions:**

<table>
<thead>
<tr>
<th>Peer Evaluation Vote:</th>
<th>Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># ______ Approve</td>
<td># ______ Disapprove</td>
<td># ______ Abstain</td>
</tr>
</tbody>
</table>

**Peer Evaluation Representative:**  
_____ Approve  
_____ Disapprove  
Comment:  
Signature  
Printed Name:

**Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)**  
_____ Approve  
_____ Disapprove  
Comment:  
Signature  
Printed Name:

**College Dean (of department submitting this application):**  
_____ Approve  
_____ Disapprove  
Comment:  
Signature  
Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)  
Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree
                Field
                Institution
                Year Awarded

<table>
<thead>
<tr>
<th>Degree</th>
<th>Field</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>Experimental/Human Factors Psychology</td>
<td>University of Cincinnati</td>
<td>2000</td>
</tr>
<tr>
<td>M.A.</td>
<td>Experimental/Human Factors Psychology</td>
<td>University of Cincinnati</td>
<td>1997</td>
</tr>
<tr>
<td>B.A.</td>
<td>Psychology</td>
<td>University of Cincinnati</td>
<td>1994</td>
</tr>
</tbody>
</table>

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title
                Institution/Agency
                Year(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Institution</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Texas Tech University (Human Factors Psychology Program)</td>
<td>2009-present</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Texas Tech University (Human Factors Psychology Program)</td>
<td>2003-2009</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Kansas State University (Cognitive and Human Factors Psychology Program)</td>
<td>1999-2003</td>
</tr>
<tr>
<td>Fitts Student Practicum Fellow</td>
<td>U.S. Air Force Research Laboratory (Alternative Control Technology Laboratory)</td>
<td>1997-1998</td>
</tr>
<tr>
<td>Research/Teaching Assistant</td>
<td>University of Cincinnati (RA: Vigilance Laboratory; Audition Laboratory) (TA: Statistics and Research Methods)</td>
<td>1994-1997</td>
</tr>
</tbody>
</table>

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include: Student's Name
                Degree
                Institution
                Year Completed

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Schmidlin</td>
<td>M.A.</td>
<td>Texas Tech University</td>
<td>2009</td>
</tr>
<tr>
<td>John Morris</td>
<td>M.A.</td>
<td>Texas Tech University</td>
<td>2009</td>
</tr>
<tr>
<td>Paul Derby</td>
<td>M.A.</td>
<td>Texas Tech University</td>
<td>2009</td>
</tr>
<tr>
<td>Christopher Sader</td>
<td>M.A.</td>
<td>Texas Tech University</td>
<td>2009</td>
</tr>
<tr>
<td>Allyson Hall</td>
<td>M.A.</td>
<td>Texas Tech University</td>
<td>2008</td>
</tr>
<tr>
<td>Brian Johnson</td>
<td>Ph.D.</td>
<td>Texas Tech University</td>
<td>2008</td>
</tr>
<tr>
<td>Timothy Ballew</td>
<td>M.A.</td>
<td>Texas Tech University</td>
<td>2005</td>
</tr>
</tbody>
</table>

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include: No. Students
                Department
                Institution

Psychology, Texas Tech University = 10
Industrial Engineering, Texas Tech University = 1
Technical Communication, Texas Tech University = 1

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include: Institution
   Course Numbers
   Years(s)

PSY 5372, Human Factors Methods, Texas Tech University, 2005, 2007, 2009

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
   List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at
   professional meetings in VIII below. For publications, show complete authorship and provide exact
   titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for
   items in the Fine Arts and related areas.

### Refereed Journal Articles

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Journal</th>
<th>Volume, Issue</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jones, K.S., Derby, P.L., &amp; Schmidlin, E.A.</td>
<td>An investigation of the prevalence of replication research in Human Factors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jones, K.S., DeLucia, P.R., Hall, A.R., &amp; Johnson, B.R.</td>
<td>Can metric feedback training hinder actions involving distance?</td>
<td>Human Factors</td>
<td>51(3)</td>
<td>419-432</td>
</tr>
<tr>
<td>Jones, K.S., Ballew, T.V., &amp; Probst, C.A.</td>
<td>Does content affect whether users remember that Web pages were hyperlinked?</td>
<td>Human Factors</td>
<td>50(5)</td>
<td>763-771</td>
</tr>
<tr>
<td>Farris, J.S., Johnson, B.R., &amp; Jones, K.S.</td>
<td>Width guidelines for rectangular objects with penetrable and impenetrable borders</td>
<td>Behaviour and Information Technology</td>
<td>25(1)</td>
<td>83-90</td>
</tr>
<tr>
<td>Jones, K.S., Farris, J.S., &amp; Johnson, B.R.</td>
<td>GUI objects with impenetrable borders: Instructions (not practice) makes perfect</td>
<td>International Journal of Human-Computer Studies</td>
<td>62(6)</td>
<td>687-712</td>
</tr>
</tbody>
</table>

### Book Chapters and Encyclopedia Entries

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>In: Book, Volume, Edition, Pages</th>
<th>Publisher</th>
</tr>
</thead>
</table>

### Refereed Conference Proceedings

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Conference</th>
<th>Pages</th>
</tr>
</thead>
</table>


VII. Current Participation in Professional Associations

<table>
<thead>
<tr>
<th>Include</th>
<th>Association</th>
<th>Editorial Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Years Meetings Attended</td>
<td>Referee for Journals, Proposals, etc.</td>
</tr>
<tr>
<td></td>
<td>Offices, Participation, Etc.</td>
<td>Service on Award Panels, Juries, etc.</td>
</tr>
</tbody>
</table>

The Human Factors and Ergonomics Society
-- Years Meetings Attended: 2004-2009
-- Offices, Participation, etc.: Elected Program Chair of Perception and Performance Technical Group, Elected Treasurer of Perception and Performance Technical Group.
-- Referee for the society’s journal, Human Factors, and for annual conference presentations.

The International Society for Ecological Psychology
-- Years Meetings Attended: 2006, 2010

VIII. Professional Papers and Abstracts for the last six years

**Unpublished Papers/Posters Presented at Conferences**

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Title</th>
<th>Conference/Meeting</th>
<th>Date</th>
<th>Abstract/Details</th>
</tr>
</thead>
</table>

IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.


X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

I serve as the faculty advisor for the Human Factors and Ergonomics Society student chapter (2005 – present). Under my supervision, our chapter has become very active. For example, the chapter regularly sponsors departmental colloquia. In addition, the chapter regularly coordinates trips to visit Human Factors-related facilities and to network with professionals in the field. The national Human Factors and Ergonomics Society has recognized our chapter at the Gold Level (Gold = best) for 3 years in a row.
**GRADUATE FACULTY APPLICATION FORM**  
**TEXAS TECH UNIVERSITY**  
**Confirmation / Reappointment**

**Instructions:** Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

**Name:** __Martina I. Klein__  
**Department/Unit:** __Psychology, College of Arts and Sciences__

**Rank/Title:** __Assistant Professor__  
**Date Submitted:** __10/15/2010__  
**Appointment Date:** __9/1/2009__

**TTU Email:** __martina.i.klein__  
**Phone:** __806-742-3711, ext. 243__  
**Campus Mail Stop:** __2051__

**Mailing Address:** Dept. Psychology, Box 42051, TTU, 18th St. & Boston Ave. City/State: Lubbock, TX Zip: 79409

1. __X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years  
2. _____ Reappointment of lapsed membership  
3. _____ Ex-officio (rank of collegiate dean or higher)  
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)  
5. _____ Adjunct (employed outside the department/area or outside the University)  
6. _____ Visiting (in a non-tenure-earning position within the University)  
7. _____ Retired Faculty

**OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".**

**Restrictions:**

**Peer Evaluation Vote:** Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

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<table>
<thead>
<tr>
<th></th>
<th># _____ Approve</th>
<th># _____ Disapprove</th>
<th># _____ Abstain</th>
</tr>
</thead>
</table>
```

**Peer Evaluation Representative:**

<table>
<thead>
<tr>
<th></th>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
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<td>Printed Name:</td>
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</tbody>
</table>

**Chair, Department/Area:** (Please attach memo explaining any unusual circumstances.)

<table>
<thead>
<tr>
<th></th>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td>Printed Name:</td>
</tr>
</tbody>
</table>

**College Dean (of department submitting this application):**

<table>
<thead>
<tr>
<th></th>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td>Printed Name:</td>
</tr>
</tbody>
</table>

**Graduate Council Action:** (To be completed by the Office of the Graduate Dean)  
**Updated 10/19/06**
I. Academic Background
   a. Degree: Ph.D.
      Field: Human Factors/Experimental Psychology
      Institution: University of Cincinnati (Cincinnati, OH)
      Year Awarded: 2008
   
   b. Degree: MA
      Field: Human Factors/Experimental Psychology
      Institution: University of Cincinnati (Cincinnati, OH)
      Year Awarded: 2004
   
   c. Degree: BA
      Field: Major: Psychology, Minor: Mathematics
      Institution: Hawaii Pacific University (Honolulu, HI)
      Year Awarded: 2001

II. Professional Experience:
   a. Title: Assistant Professor of Psychology
      Institution: Texas Tech University (Lubbock, TX)
      Years: Fall 2009-continuing
   
   b. Title: Assistant Professor of Psychology
      Institution: Waldorf College (Forest City, IA)
      Years: Fall 2007-Spring 2009

III. Direction of Graduate Students

   Note: I am supervising two graduate students (Curtis Craig and Noah Wheeler). I have not served on graduate theses/dissertation committees of them for the following reasons:

   a. Curtis Craig: Curtis started working with me in Fall 2009. He was preparing for his qualifying exams, which he passed in Summer 2010. We are in the planning stage of this dissertation project, but a dissertation committee has not yet been formed.
   
   b. Noah Wheeler: Noah is currently a first year graduate student (he started this Fall 2010). We are currently planning his Masters Thesis project. However, we are not yet at the stage where we formed a thesis committee.

IV. Other Service on Graduate Committees:

   I have served on a total of six graduate committees. All students were graduate students at the psychology department of Texas Tech University. Please see more details below.

   a. MA Thesis Committee Member
      Student: Chris Sader
      Project Title: Social value orientation: Does it predict the enjoyment, perceived skill, and difficulty of video games?
      Status: Successful completion in Fall 2009
b. Second-Year Project Committee Member
   Student: Elizabeth Schmidlin
   Thesis Title: Tele-operation through apertures: Pass-ability vs. drive-ability judgments
   Status: Successful completion in Fall 2009

c. Dissertation Committee Member
   Student: Allyson Hall
   Dissertation Title: The effects of a perceptual-motor training protocol on a cognitive distance estimation task
   Status: In progress

d. Dissertation Committee Member
   Student: Kerstan Cole
   Dissertation Title: Examining whether mental resource or response competition causes spatial cell phone conversations to impair driving
   Status: In progress

V. Graduate Course Taught:
   Institution: Texas Tech University
   Course Number: Psy 5380 (Experimental Design)
   Semesters: Fall 2009 & Fall 2010

VI. Published Research

Note: Some of the publications listed in this section are conference proceedings. I listed them in this section since many Human Factors professionals do not publish in journals. Rather, they only publish in conference proceedings. Also, these proceedings are peer-reviewed. Consequently, proceedings of the Human Factors and Ergonomics Society are more prestigious than proceedings in some other specialty areas. Furthermore, they are frequently cited.


VII. Current Participation in Professional Associations
   a. Association: Human factors & Ergonomics Society (HFES)
      Year Attended: 2004
      Presentation: Conference presentation (talk)
   b. Association: HFES
      Year Attended: 2005
      Presentation: Conference presentation (talk)
   c. Association: HFES
      Year Attended: 2008
      Presentation: Conference presentation (talk)
   d. Association: HFES
      Year Attended: 2010
      Presentation: Poster presentation and talk

VIII. Professional Papers and Abstracts
      See Section VI.

IX. Grant and Contract Activity
   a. Grant Submitted
      Title: Multiple Resources Questionnaire and Dundee Stress State Questionnaire Profiles in the Laparoscopic and Robotic Surgery Environments
      Agency: Intuitive Surgical, Inc.
      Amount: $46,746.00 (direct and indirect costs)
      Submission date: Nov 1st, 2009
      Role: PI
      Co-PI: Myriam Curet (Stanford University)
      Status: Rejected (invited to resubmit)
b. Resubmitted Grant
   Title: An Ergonomic Assessment of the Laparoscopic and Robotic Surgery Interfaces
   Agency: Intuitive Surgical, Inc.
   Amount: $49,873.00 (direct and indirect costs)
   Submission date: 4/22/2010
   Role: PI
   Co-PIs: Myriam Curet (Stanford University)
           Krishnanath Gaitonde (University of Cincinnati)
   Status: Funded (TTU and Intuitive Surgical are working on the contract)

X. Professional Activities

a. Invited Address:
   at the meeting of the Tri-State Chapter of the Human Factors and Ergonomics Society,
   Cincinnati, OH.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Jeff T. Larsen Department/Unit: Psychology

Rank/Title: Associate Professor Date Submitted: ______________ Appointment Date: ______________

TTU Email: jeff.larsen@ttu.edu Phone: 2-3711 x234 Campus Mail Stop: 2051

Mailing Address: Department of Psychology, MS 2051 City/State: Lubbock, TX Zip: 79409-2051

1. x Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ______ Approve # ______ Disapprove # ______ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ____________________________

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
I. Academic Background (begin with last degree; include post-doctoral work)

Degree  PhD  
Field  Social Psychology  
Institution  Ohio State University  
Year Awarded  2001

Degree  MA  
Field  Social Psychology  
Institution  Ohio State University  
Year Awarded  1999

Degree  BA  
Field  Psychology  
Institution  University of California, San Diego  
Year Awarded  1995

II. Professional Experience, Academic and Nonacademic (begin with present position)

Title  Associate Professor of Psychology  
Institution/Agency  Texas Tech University  
Year(s)  2008-present

Title  Assistant Professor of Psychology  
Institution/Agency  Texas Tech University  
Year(s)  2002-2008

Title  Lecturer of Public and International Affairs and Research Associate in Psychology and Public Policy  
Institution/Agency  Woodrow Wilson School for Public and International Affairs Princeton University  
Year(s)  2001-2002

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

Student's Name  J. Ian Norris  
Degree  PhD  
Institution  Texas Tech University  
Year Completed  2007

IV. Other Service on Graduate Committees in the last six years (excluding III)

No. Students  5  
Department  Psychology  
Institution  Texas Tech University

No. Students  1  
Department  Mass Communications  
Institution  Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

Institution  Texas Tech University

Course Numbers  Psy 5329 (Emotion)  
Years(s)  2004 (offered as Psy 5001), 2007

Course Numbers  Psy 5330 (Attitudes)  
Years(s)  2005, 2006, 2008, 2010
VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations

- Member, Society for Personality and Social Psychology
- Fellow, Society for Experimental Social Psychology
- Consulting Editor, *Emotion* (2006-present)
- Consulting Editor, *Emotion* (2008-present)
- Member, Social Psychology Program review panel, National Science Foundation

VIII. Professional Papers and Abstracts for the last six years


IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

**Funded Grants**
- Texas Tech University Research Enhancement Fund  
  Title: “What the face reveals: A facial electromyographic study of affective calibration”  
  Amount: $5,000  
  Funding Period: September 1, 2005—August 31, 2006
- Texas Tech University Research Instrumentation Support Grant  
  Title: “Capturing Attention: Service support for the Psychology Department’s ASL H6.1 eye tracking system”  
  Co-PIs: Kelly C. Cukrowicz, Patricia R. DeLucia, Sheila Garos  
  Amount: $2,400  
  Funding Period: September 1, 2008—August 31, 2009
- Sterling-Rice Research Grants  
  Title: “Inside the neuromarketer’s toolbox: Evaluating the costs and benefits of brain imaging, facial electromyography, and self-report measures of affect”  
  Co-PIs: A. Peter McGraw, Catherine J. Norris  
  Amount: $2,500  
  Funding Period: September 1, 2010—August 31, 2011

**Grants Pending**
- National Science Foundation’s Social Psychology Program  
  Title: “Resolving the age-old debate over the nature of valence and the existence of mixed feelings”  
  Proposed Amount: $242,113  
  Funding Period: January 1, 2011—December 31, 2013

**Unfunded Grants**
- Texas Tech University Research Enrichment Fund  
  Title: “Depression-related cognitive distortions: Seeing the dark cloud, ignoring the silver lining”  
  Co-PI: Kelly C. Cukrowicz  
  Proposed Amount: $34,996  
  Funding Period: January 1, 2008—August 31, 2009
- Texas Tech University Research Development Fund  
  Title: “The development of children’s ability to experience mixed emotions”  
  Co-PI: Malinda J. Colwell  
  Proposed Amount: $345,548  
  Funding Period: January 1, 2008—August 31, 2010
- National Science Foundation’s Social Psychology Program  
  Title: “Collaborative Proposal: Charting the development of children's understanding and experience of mixed emotions”  
  Co-PIs: Malinda J. Colwell & Gary Fireman  
  Proposed Amount: $473,562  
  Funding Period: September 1, 2008—August 31, 2011
- Texas Tech University Research Enrichment Fund  
  Title: “Depression-related cognitive distortions: Seeing the dark cloud, ignoring the silver lining”
Co-PI: Kelly C. Cukrowicz  
Proposed Amount: $34,996  
Funding Period: September 1, 2008—July 21, 2010  

Texas Tech University Research Development Grant  
Title: “The development of children’s ability to experience mixed emotions”  
Co-PI: Malinda J. Colwell  
Proposed Amount: $221,219  
Funding Period: September 1, 2008—August 31, 2010  

Templeton Positive Neuroscience Awards  
Title: “Look at all the happy people: Subjective well-being and selective emotional contagion”  
Co-PI: Catherine J. Norris  
Proposed Amount: $344,621  
Funding Period: August 1, 2010—November 1, 2012  

X. Indicate other professional activities during the last six years that contribute to graduate education  
(such as software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)  

Director, Experimental Psychology Program (2006-present)
Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Jessecae Marsh
Department/Unit: Psychology

Rank/Title: Assistant Professor
Date Submitted: 10/12/10
Appointment Date: 08/2008
TTU Email: jessecae.marsh@ttu.edu
Phone: 742-3711 ext. 255
Campus Mail Stop: MS 42051

Mailing Address: ___________________________________ City/State: ______________________ Zip: ______________

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. Reappointment of lapsed membership
3. Ex-officio (rank of collegiate dean or higher)
4. Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. Adjunct (employed outside the department/area or outside the University)
6. Visiting (in a non-tenure-earning position within the University)
7. Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve # Disapprove # Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ___________________________

Signature ___________________________

Printed Name: ______________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ___________________________

Signature ___________________________

Printed Name: ______________________

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ___________________________

Signature ___________________________

Printed Name: ______________________
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
Degree: Ph.D.
Field: Cognitive Psychology
Institution: Yale University
Year Awarded: 2008

Degree: M.Phil.
Field: Cognitive Psychology
Institution: Yale University
Year Awarded: 2005

Degree: B.S.
Field: Psychology & Biology
Institution: Vanderbilt University
Year Awarded: 2000

II. Professional Experience, Academic and Nonacademic (begin with present position)
Title: Assistant Professor
Institution/Agency: Texas Tech University
Year(s): 2008 – present

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
I have no completed theses or dissertations of which I was chair in the last 6 years.

IV. Other Service on Graduate Committees in the last six years (excluding III)
No. Students: 4
Department: Psychology
Institution: Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Institution: Texas Tech University
Course Numbers: 5001, 5001, & 5356
Years(s): Fall 2008, Spring 2010, & Fall 2010, respectively

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)

VII. Current Participation in Professional Associations
Memberships
Association: Cognitive Science Society
Association: Psychonomic Society
Years Meetings Attended: will attend in 2010; did attend in 2009, 2008, & 2007

Association: American Psychological Association
Years Meetings Attended: 2010

Ad hoc Reviewer Service
Journal of Experimental Psychology: General
Journal of Experimental Psychology: Learning, Memory, & Cognition
Cognitive Processing
Psychological Assessment
Cognitive Science Society Conference submissions

Other Service
External reviewer for Army Research Office In-House Laboratory Independent Research program (Summer 2009)
Internal reviewer for NSF PIRE program candidates, Texas Tech University (Spring 2009)

VIII. Professional Papers and Abstracts for the last six years
Published, Peer-reviewed Conference Proceedings

Conference Presentations
Shanks, L. & Marsh, J. K. (November, 2010). Essentialist beliefs of lay individuals concerning stigma of mental disorder categories. Poster to be presented at the 51st Meeting of the Psychonomic Society, St. Louis, MO.
Hooten, D. & Marsh, J. K. (November, 2009). Laypeople's essentialist beliefs based on experience with a disorder category. Poster presented at the 50th Meeting of the Psychonomic Society, Boston, MA.
Marsh, J. K. (November, 2007). Memory for mental disorder categories across levels of expertise. Poster presented at the 48th Meeting of the Psychonomic Society, Long Beach, California.

IX. Grant and Contract Activity for the last six years
Hogg Foundation grant for junior faculty (submitted January 2009)
Title: Mental Health Professionals’ Interpretations of Ambiguous Symptoms
Amount: $14,693
Result: unfunded.
WT Grant Foundation letter of intent (submitted February 2009)
Title: Family, School, and Peer Context Effects on Clinicians’ Impressions of Childhood Conduct Disorder
Result: denied

Hogg Foundation grant for junior faculty (submitted January 2010)
Title: Patients’ Beliefs About Their Mental Disorders
Amount: $14,999
Result: finalist, but unfunded.

NIH - NIMH R03 proposal (submitted February 2010)
Title: Context Effects on Clinicians' Impressions of Patients' PTSD Symptoms
Amount: $170,391 (direct and indirect together across both institutions)
Status: unfunded.

Department of Defense letter of intent (submitted March 2010)
LOI approved in April of 2010.
Full Department of Defense grant (submitted July 2010)
Title: Mental Health Clinicians’ Interpretations of Post-Traumatic Stress Disorder
Amount: $630,878 (direct and indirect together)
Status: unfunded

X. **Indicate other professional activities during the last six years that contribute to graduate education**

**Awards**
- American Psychological Association Division of Experimental Psychology 2009 New Investigator Award in Experimental Psychology: Learning, Memory, & Cognition (Spring 2010)
- Phi Beta Kappa Award for Outstanding Professors, Texas Tech University (Spring 2009)
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Philio Marshall
Department/Unit: Psychology

Rank/Title: Professor/Assistant Dean Arts & Sciences
Date Submitted: 9/17/2010
Appointment Date: 9/1/1971

TTU Email: philip.marshall@ttu.edu
Phone: 742-3711 x 244
Campus Mail Stop: 2X1

Mailing Address: Psychology MS 2051
City/State: ____________________________ Zip: __________

1. Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. Reappointment of lapsed membership
3. Ex-officio (rank of collegiate dean or higher)
4. Adjunct (employed outside the department/area or outside the University)
5. Visiting (in a non-tenure-earning position within the University)
6. Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ____________________________
Signature: ____________________________
Printed Name: ________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ____________________________
Signature: ____________________________
Printed Name: ________________________

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ____________________________
Signature: ____________________________
Printed Name: ________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean)
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
Include: Degree
Field
Institution
Year Awarded

MA
Psychology
University of Rhode Island
1970

PhD
Psychology
University of Illinois (Champaign/Urbana)
1972

II. Professional Experience, Academic and Nonacademic (begin with present position)
Include: Title
Institution/Agency
Year(s)

Professor and Assistant Dean A&S
Texas Tech University
9/2009 - present

Assistant/Associate/Full professor 1971-present
Texas Tech University

III. Direction of Student's Name
Include: Degree
Institution
Year Completed

PhD
Texas Tech University
2006

IV. Other Service
Include: Department
Institution

Psychology
Texas Tech University

V. Graduate Co-Initiation
Include: Course Numbers
Years(s)


VII. Current Parti Years Meetings Attended
Include: Offices, Participation, Etc.

Published Research and Creative Activity in the last six years (do not include in-house reports)

VI. List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

VIII. Professional Papers and Abstracts for the last six years


IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)
**GRADUATE FACULTY APPLICATION FORM**

**TEXAS TECH UNIVERSITY**

**Confirmation /Reappointment**

**Instructions:** Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

<table>
<thead>
<tr>
<th>Name: Robert D. Morgan</th>
<th>Department/Unit: Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rank/Title: Associate Professor</td>
<td>Date Submitted: September 20, 2010</td>
</tr>
<tr>
<td>TTU Email: <a href="mailto:robert.morgan@ttu.edu">robert.morgan@ttu.edu</a></td>
<td>Phone: 742-3711 ext. 231</td>
</tr>
<tr>
<td>Mailing Address: PO Box 42051</td>
<td>City/State: Lubbock, Texas</td>
</tr>
<tr>
<td>Campus Mail Stop: 42051</td>
<td>Zip: 79409-2051</td>
</tr>
</tbody>
</table>

1. XXXX Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

*OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".*

**Restrictions:** Not Applicable

<table>
<thead>
<tr>
<th>Peer Evaluation Vote:</th>
<th>Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td># _____ Approve</td>
<td># _____ Disapprove</td>
</tr>
<tr>
<td># _____ Abstain</td>
<td></td>
</tr>
</tbody>
</table>

**Peer Evaluation Representative:**

<table>
<thead>
<tr>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
</tr>
</thead>
</table>

Comment: __________________________________________

Signature ________________________________________

Printed Name: ____________________________________

**Chair, Department/Area:** (Please attach memo explaining any unusual circumstances.)

<table>
<thead>
<tr>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
</tr>
</thead>
</table>

Comment: __________________________________________

Signature ________________________________________

Printed Name: ____________________________________

**College Dean (of department submitting this application):**

<table>
<thead>
<tr>
<th>_____ Approve</th>
<th>_____ Disapprove</th>
</tr>
</thead>
</table>

Comment: __________________________________________

Signature ________________________________________

Printed Name: ____________________________________

**Graduate Council Action:** (To be completed by the Office of the Graduate Dean)  Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. **Academic Background (begin with last degree; include post-doctoral work)**

1999-2000 Postdoctoral Fellowship in Forensic Psychology, Department of Psychiatry, University of Missouri-Kansas City School of Medicine and Missouri Department of Mental Health


Ph.D. 1999 Counseling Psychology, Oklahoma State University (APA-Accredited). Dissertation: The efficacy of an interpersonal/cognitive-behavioral group psychotherapy program with male inmates


B.S. 1991 Psychology, University of Nebraska at Kearney

II. **Professional Experience, Academic and Nonacademic (begin with present position)**

2005 – present Associate Professor, Department of Psychology, Texas Tech University

May, 2005 – August, 2007 Director of Training, Counseling Psychology Doctoral Program (APA-Accredited), Department of Psychology, Texas Tech University

August, 2004 – May, 2005 Co-Director of Training, Counseling Psychology Doctoral Program (APA-Accredited), Department of Psychology, Texas Tech University

May, 2003 - August, 2004 Associate Chair of Psychology, Texas Tech University

2000 – 2005 Assistant Professor, Department of Psychology, Texas Tech University

III. **Direction of Graduate Students (completed theses and dissertations directed in the last six years)**

Jarrod Steffan, PhD, TTU, 2005
Aven Senter, PhD, TTU, 2006
Alicia Rozycki, PhD, TTU, 2007
Lucas Shaw, PhD, TTU, 2008
Jon Mandracchia, PhD, TTU, 2009
Michelle Gaines, PhD, TTU, 2008
Femina Varghese, Co-Chair, PhD, TTU, 2008

IV. **Other Service on Graduate Committees in the last six years (excluding III)**

2007- present Coordinator, Counseling Psychology Internship Applications, Texas Tech University

2001–Present Member, Counseling Psychology Program Admissions Committee, Texas Tech
V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

All graduate courses taught at TTU.


PSY 5384 Psychology and Law; Spring 2005

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)

List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Refereed Journals


Books


Books in Progress

Chapters in Books


VII. Current Participation in Professional Associations

Memberships in Professional Associations and Licenses

American Psychological Association
   Fellow, Division 18, Psychologists in Public Service (2007)
   Member, Division 17, Society of Counseling Psychology (2000-present)
   Member, Division 18, Psychologists in Public Service (2000-present)
   Member, Division 41, American Psychology-Law Society (2002-present)
   Member, Division 49, Group Psychology and Group Psychotherapy (2001-2004)

American Association for Correctional and Forensic Psychology (2000-2007)


Licensed Psychologist, State of Texas (#31546), 2001-present
Editorial Responsibilities

Series Editor-in-Chief

2010-present  Correctional Interventions that Work, Oxford University Press

Editorial Board

2005 – Present  Criminal Justice and Behavior
2002 – Present  Psychological Services

Ad Hoc Reviewer

Assessment; Criminal Justice and Behavior; Journal of Clinical Psychology; Journal of Consulting and Clinical Psychology; Journal of Contemporary Psychotherapy; Journal of Counseling Psychology; Journal of Forensic Psychiatry and Psychology; Journal of Psychopathology and Behavioral Assessment; Professional Psychology: Research and Practice; Social Psychiatry and Psychiatric Epidemiology; The Counseling Psychologist

VIII.  Professional Papers and Abstracts for the last six years

LAST TWO YEARS ONLY:


IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Research Grants – Current/Pending

National Institute of Mental Health
Changing Lives and Changing Outcomes: A Bi-Adaptive Intervention for Offenders with Mental Illness
Principal Investigator
Proposed Funding Dates: July 1, 2011 – June 30, 2014
Direct Costs: $300,000 (estimated)
Status: To be submitted October 2010

Bureau of Justice Assistance (Department of Justice)
Improving Re-entry Success for Offenders with Co-occurring substance abuse and mental illness Treatment Center
Principal Investigator
Proposed Funding Dates: October 1, 2010 – August 31, 2012
Direct Costs: $397,048
Status: Under Review

NARSAD
Changing Lives and Changing Outcomes: Piloting an Intervention for Offenders with Mental Illness
Principal Investigator
Proposed Funding Dates: September 15, 2010 – August 31, 2012
Total Costs: $97,775
Status: Under Review

Center for Behavioral Health Services & Criminal Justice Research
Sub-recipient: 1P30MH079920 (National Institute of Mental Health Award)
Piloting Changing Lives and Changing Outcomes for Offenders with Mental Illness
Principal Investigator
Funding Dates: May 1, 2009 – July 31, 2011
Total Costs: $56,162
Status: Funded

National Institute of Justice
2007-IJ-CX-0027
Re-entry: Dynamic Risk Assessment
Principal Investigator
Funding Dates: October 1, 2007 – September 30, 2010 (requesting no cost extension to 2011)
Direct Cost: $185,950
Status: Funded

Research Grants - Completed

JEHT Foundation
Changing Lives and Changing Outcomes: A Bi-Adaptive Intervention for Offenders with Mental Illness
Principal Investigator
Proposed Funding Dates: July 1, 2009 – June 30, 2010
Direct Costs: $60,957
Status: Was pending final budget approval when funding rescinded due to foundation collapse following 2009 financial crisis

National Institute of Mental Health
R34 MH070401-01A1
Tailoring Services for Mentally Ill Offenders
Principal Investigator
Funding Dates: September 23, 2005 – June 30, 2009
Direct Costs: $292,500
Status: Funded

University of Minnesota Press
Elaborating on the construct validity of MMPI-2-RF scales in an acute forensic and nonforensic inpatient setting
Principal Investigator
Funding Dates: August 2007 – August 2008
Direct Cost: $19,396
Status: Not Funded

Institute for Forensic Sciences; Texas Tech University Health Sciences Center
Sub-recipient: 2005-IJ-CX-K016(S-1) (National Institute of Justice Award)
Inmate Characteristics and Mental Health Services: A Model for Predicting Treatment Outcome
Principal Investigator
Direct Costs: $14,011

X. *Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)*

Co-developed and co-organized the first North American Correctional and Criminal Justice Psychology Conference held in Ottawa, Canada in June, 2006.

Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Gregory H. Mumma
Department/Unit: Psychology

Rank/Title: Associate Professor
Date Submitted: 10/15/10
Appointment Date: 09/01/1988

TTU Email: g.mumma@ttu.edu
Phone: 742-3711 x 246
Campus Mail Stop: 2051

Mailing Address: Dept. of Psychology, 18th & Boston, Texas Tech University
City/State: Lubbock, TX
Zip: 79409

1. ___X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

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Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

#_____ Approve  #_____ Disapprove  #_____ Abstain

Peer Evaluation Representative:

_____ Approve  _____ Disapprove

Comment: ____________________________
Signature

Printed Name: ______________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve  _____ Disapprove

Comment: ____________________________
Signature

Printed Name: ______________________

College Dean (of department submitting this application):

_____ Approve  _____ Disapprove

Comment: ____________________________
Signature

Printed Name: ______________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06

Page 1
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:   Degree Post Doctoral Research Fellow
              Field       Psychooncology
              Institution  Memorial Sloan Kettering Cancer Center
              Year Awarded 1987

              Degree   Ph.D.
              Field   Psychology (Clinical)
              Institution  Pennsylvania State University
              Year Awarded 1986

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include:  Title   Associate Professor of Psychology
             Institution/Agency  Texas Tech University
             Year(s)  1994 – present

             Title   Assistant Professor of Psychology
             Institution/Agency  Texas Tech University
             Year(s)  1988 – 1994

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Include:  Student's Name    Jeremiah Riggins
             Degree   Ph.D.
             Institution  TTU
             Year Completed  2009

             Student's Name  Scott Mooney
             Degree   Ph.D.
             Institution  TTU
             Year Completed  2005

             Student's Name  Laura Eskridge-Kurtas
             Degree   Ph.D.
             Institution  TTU
             Year Completed  2004  (co-directed with Dr. Epkins)

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Include:  No. Students  11
             Department   Psychology
             Institution  TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Include:  Institution  TTU for all
             & Years(s)  Psy 5317 (2006, 2004)

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
    List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations

<table>
<thead>
<tr>
<th>Association</th>
<th>Editorial Positions</th>
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<tbody>
<tr>
<td>Years Meetings Attended</td>
<td>Referee for Journals, Proposals, etc.</td>
</tr>
<tr>
<td>Offices, Participation, Etc.</td>
<td>Service on Award Panels, Juries, etc.</td>
</tr>
</tbody>
</table>


Southwestern Psychological Association (SWPA). Member.


Ad Hoc Reviewer: Psychological Assessment; Cognitive Therapy and Research.

VIII. Professional Papers and Abstracts for the last six years

PROFESSIONAL PAPERS AND PRESENTATIONS: INTERNATIONAL CONVENTIONS


Eskridge, L., Epkins, C. C., Mumma, G. H., & Hutcherson, S. (2004, November). *Examining interpersonal family therapy for child depression and the various treatment components: Are responses to treatment specific to depression and/or anxiety?* Poster presented at the 38th Annual Convention of the Association for Advancement of Behavior Therapy, New Orleans, LA.


PROFESSIONAL PAPERS, PRESENTATIONS, AND ABSTRACTS: REGIONAL/LOCAL


Spencer, O., Fluck, J. & Mumma, G. H. (April, 2004). Do domain congruent thoughts mediate the relationship between stressors and depression in college students? Poster presented at the Third Annual Graduate Student Research Poster Competition, Texas Tech University, Lubbock, TX (Won Second Place in the social/behavioral sciences competition.)

IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

None

X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

J. M. Riggins & P. N. Smith (Chairs), Idiographic Assessment in Clinical Research and Practice: Issues and Applications. Panel discussion at the 40th Annual Convention of the Association of Behavioral and Cognitive Therapies, Chicago, IL. (Panel discussion chaired by my doctoral students organized under my supervision.)

GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: _Darcy A. Reich_ Department/Unit: _Psychology_

Rank/Title: _Associate Professor_ Date Submitted: _10/12/10_ Appointment Date: _9/1/2000_

TTU Email: _darcy.reich@ttu.edu_ Phone: _806-742-3711 x237_ Campus Mail Stop: _2051_

Mailing Address: _Dept. of Psychology, MS 2051, TTU, Boston Ave & 18th St. City/State: _Lubbock, TX Zip: _79409_

1. ___ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: 

Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment:

Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06

Page 1
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Ph.D., Social Psychology, Ohio State University, 2000
   M.A., Social Psychology, Ohio State University, 1996
   B.S., Psychology, Carroll College, 1993

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Associate Professor of Psychology, Texas Tech University, 2007-present
   Assistant Professor of Psychology, Texas Tech University, 2000-2007

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Robert D. Mather, Ph.D., Texas Tech University, 2006 (Now Assistant Professor, University of Central Oklahoma)
   Mario P. Casa de Calvo, Ph.D., Texas Tech University, 2007 (Now Assistant Professor, Texas A & M – Kingsville)
   Mónica E. Muñoz, Ph.D., Texas Tech University, 2007 (Now Assistant Professor, Texas A & M International)
   Gabriela Carrasco, Ph.D., Texas Tech University, 2007; co-chair (Now Assistant Professor, Univ. of North Alabama)
   Brandon Randolph-Seng, Ph.D., Texas Tech University, 2009 (Now Visiting Professor, Rawls College of Business, TTU)

IV. Other Service on Graduate Committees in the last six years (excluding III)
   Committee member, completed dissertations, 16 Students, Department of Psychology, Texas Tech University
   Committee member, completed dissertations, 2 Students, Business Administration, Texas Tech University
   Committee member, ongoing dissertations, 4 Students, Department of Psychology, Texas Tech University
   Chair, ongoing dissertations, 2 Students, Department of Psychology, Texas Tech University
   Chair, completed second-year projects, 4 Students, Department of Psychology, Texas Tech University
   Committee member, completed second-year projects, 8 Students, Department of Psychology, Texas Tech University
   Chair, ongoing second-year projects, 1 Student, Department of Psychology, Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught)
   Texas Tech University, PSY 5340 (Automaticity and Control in Social Psychology), 2006, 2009
   Texas Tech University, PSY 5326 (Human Motivation), 2005
   Texas Tech University, PSY 5001 (Research Methods in Social Psychology), 2009
   Texas Tech University, PSY 7000 (Research), 2004-present, every semester
   Texas Tech University, PSY 8000 (Dissertation Research), 2004-present, every semester

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)


VII. Current Participation in Professional Associations

**Memberships:**
- Association for Psychological Science
- International Social Cognition Network
- International Society for Self and Identity
- Social Psychology Network
- Society for the Teaching of Psychology
- Society for Experimental Social Psychology
- Society for Personality and Social Psychology

**Reviewing Activity:**
- Judge, Graduate Poster Competition, SPSP conference, New Orleans, LA, January, 2005

VIII. Professional Papers and Abstracts for the last six years


(Supporting investigator) Wrote sub-proposal with Lauren Gollahon for the Curriculum Development component.
The role of nonconscious mimicry in self-fulfilling prophecies: Exploring the darker side of mimicry, July 2006, National
Science Foundation, $417,267 (not funded)(PI).
The role of nonconscious mimicry in self-fulfilling prophecies: Exploring the darker side of mimicry, July 2007, National
Science Foundation, $299,924 (not funded)(PI).

X. Indicate other professional activities during the last six years that contribute to graduate education
Grant proposal reviewer, Social Sciences and Humanities Research Council of Canada, 2007
Reviewer and panelist, National Science Foundation, Human and Social Dynamics grant competition, Dynamics of Human
Behavior emphasis area (37 proposals), Spring 2005
Honored as Fellow of the Society for Experimental Social Psychology, 2009 (previously elected to membership)
Graduate advisor of recipient of TTU Summer Dissertation Research Award, 2006
Graduate advisor of recipient of Best Advanced Course Instructor Award for psychology, 2006
Graduate advisor of recipients of Best Researcher in Experimental Psych Award, 2005, 2006
Member of Texas Tech University Teaching Academy, 2004-present
**GRADUATE FACULTY APPLICATION FORM**

**TEXAS TECH UNIVERSITY**

**Confirmation/Reappointment**

**Instructions:** Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. **Do not** enclose resume.

**Name:** _C. Steven Richards_________ **Department/Unit:** _Psychology____________________

**Rank/Title:** _Professor_______ **Date Submitted:** _October 2, 2010___ **Appointment Date:** _July 16, 1990__________

**TTU Email:** _steven.richards@ttu.edu______ **Phone:** _806-742-3711, ext. 254___ **Campus Mail Stop:** _2051____

**Mailing Address:** _Box 42051, Psychology Dept, TTU___ **City/State:** _Lubbock, TX__ **Zip:** _79409-2051__

1. _X_Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____Reappointment of lapsed membership
3. _____Ex-officio (rank of collegiate dean or higher)
4. _X_Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)—see p. 2
5. _____Adjunct (employed outside the department/area or outside the University)
6. _____Visiting (in a non-tenure-earning position within the University)
7. _____Retired Faculty

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**Restrictions:**

**Peer Evaluation Vote:** Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

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**Peer Evaluation Representative:**

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Signature

Printed Name:

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**Chair, Department/Area:** (Please attach memo explaining any unusual circumstances.)

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**College Dean (of department submitting this application):**

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Signature

Printed Name:

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Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
Please **type** complete and specific information in each category as outlined below. Do **not** enclose resume. Where indicated, limit responses to the **last six years**. If being reconsidered after three years probation, please use the "provisional" application.)

I. **Academic Background** (begin with last degree; include post-doctoral work)

**Education:**

*Ph.D.*, State University of New York—Stony Brook, clinical psychology, 1973  
(APA-accredited Ph.D. program / 3 NDEA Merit Fellowships / Advisor: Leonard Krasner, Ph.D.)

*Internship*, State University of New York—Stony Brook, clinical psychology, 1971-1973

*B.A.*, University of Minnesota—Minneapolis, psychology (*summa cum laude*), 1969

II. **Professional Experience, Academic and Nonacademic** (begin with present position)

Include:

**Faculty Appointments:**

**Professor of Psychology** (tenured), Texas Tech University, 1990-present

**Professor of Psychology** (tenured), Syracuse University, 1984-1990

**Professor of Psychology** (tenured), University of Missouri—Columbia, 1983-1984

**Associate Professor of Psychology** (tenured), U of Missouri—Columbia, 1978-1983

**Assistant Professor of Psychology**, University of Missouri—Columbia, 1973-1978

**Administrative Appointments:**

**Director**, Planning and Assessment, Department of Psychology, TTU, 2009-present

**Member**, various APA, SACS, and other accreditation committees, TTU, 1990-present

**Director**, Graduate Studies, Department of Psychology, Texas Tech U, 2006-2008

**Interim Chair**, Dept of Health, Exercise, & Sport Sciences, Texas Tech U, 2004-2005

**Director**, Introductory Psychology Courses, Texas Tech University, 2001-2003

**Chair**, Department of Psychology, Texas Tech University, 1990-1997

**Interim Director**, Psychology Clinic, Texas Tech University, 1996-1997

**Acting Director**, Counseling Psychology Program, Texas Tech University, 1996 (6 mo)

**Director**, Clinical Psychology Program, Syracuse University, 1984-1990

**Acting Director**, Psychology Clinic, Syracuse University, 1986 (8 mo)

**Acting Chair**, Dept of Psychology, University of Missouri—Columbia, 1980 (6 mo)

**Associate Chair**, Dept of Psychology, University of Missouri—Columbia, 1979-1981

**Coordinator**, Introductory Psychology Courses, U of Missouri—Columbia, 1978-1984


**University Service:**

I have served on over 300 administrative committees, across five universities, since 1965.  
The universities are: Texas Tech U, Syracuse U, and the U of Missouri—Columbia, the SUNY—Stony Brook, and the U of Minnesota—Minneapolis.
III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

Include:

Student's Name: Stephen Kolar
Degree: PhD (clinical psychology)
Institution: TTU
Year Completed: 2009

Name: Edyta Skarbek
Degree: PhD (clinical psychology)
Institution: TTU
Year Completed: 2006

Name: Melissa Santos
Degree: PhD (counseling psychology)
Institution: TTU
Year Completed: 2006

Name: Sherry Desselle
Degree: PhD (counseling psychology)
Institution: TTU
Year Completed: 2005

Name: Allegro Johnson
Degree: PhD (counseling psychology)
Institution: TTU
Year Completed: 2005

Name: Ravi Prasad
Degree: PhD (counseling psychology)
Institution: TTU
Year Completed: 2004

Name: Patti Barrows
Degree: PhD (counseling psychology)
Institution: TTU
Year Completed: 2004

IV. Other Service on Graduate Committees in the last six years (excluding III)

Include:

No. Students: 90+ dissertation committees (I serve on 15-20 dissertation committees per year)
Department: Psychology (plus 1-3 other departments, as Graduate Dean’s Representative, per year)
Institution: TTU

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

Include:

Institution: TTU
Course Numbers: Psy 5002 (Practicum in Clinical and Counseling Psychology)
Years(s): 2004-present (1-2 sections per year)

Institution: TTU
Course Numbers: Psy 5338 (Seminar in Psychopathology)
Years(s) 2010
VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


In-Progress Research:

- We have a dozen studies and review papers in various states of progress. All of them are on the topic of “depression.” I am presently supervising seven doctoral students on their research, which involves empirical studies in the depression area. I am also writing several scholarly review articles and chapters on depression.

VII. Current Participation in Professional Associations, 2004-present:

Include: Association: American Psychological Association (APA):

Editorial Positions: Member of the editorial board for the Journal of Consulting and Clinical Psychology (October 12, 2009-2012). This prestigious journal is published by APA. It has a strong impact factor of 5. JCCP is arguably the best clinical psychology journal in the world. I review about 20 manuscripts per year for the journal.

Nominated for the Steering Committee to develop "Clinical Treatment Guidelines" for APA (2010).

Ad-hoc reviewer for 10 APA journals and 31 journals overall (1971-present).

Editorial Positions: Member of the editorial board for the Journal of Social and Personal Relationships (2002-2004). This is a major journal regarding research on close relationships. It is published by Sage Publications (U.S.A.). I reviewed about 10 manuscripts per year for the journal.
Years Meetings Attended:  
Society of Behavioral Medicine, 2010 (Seattle)  
American Psychological Association, 2007 (San Francisco) & 2008 (Boston)  
Association for Behavioral and Cognitive Therapies, 2005 (Washington, DC)

Referee for Journals, Proposals, etc.: Ad-hoc reviewer or consultant for: JCCP, JSPR, American Journal of Orthopsychiatry, Journal of Abnormal Psychology, Journal of Counseling Psychology, Psychological Bulletin, SBM's Outlook, Sex Roles, APA, TX Higher Education Coordinating Board Grants, SBM, ABCT, Academic Book Publishers, University Health Science Centers, TX South Plans Association of Psychologists, several Clinics and Hospitals (pro-bono), several K-12 Schools (pro-bono), numerous Universities (20+), Professional Reference for 200+ faculty colleagues, administrators, students, and staff members (2004-present), and pro-bono consulting regarding grant proposals, etc. (NIH, TX Grants, Hogg Foundation, National Foundations, and so forth).

VIII. Professional Papers and Abstracts for the last six years

Richards, C.S. et al. (April, 2010). Expert consultant. Society of Behavioral Medicine, Seattle, WA.


IX. Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Harris, E., & Richards, C.S. (April, 2010). Depression and eating disorders: The continuum of disorders and sub-threshold conditions. Graduate Research Fellowship Proposal submitted to the American Psychological Association Fellowship Programs, Washington, DC. Ms. Harris is a doctoral student in counseling psychology at TTU. We should have a funding decision by December 2010.

Harris, E., & Richards, C.S. (in progress). How do people cope with depression and eating disorders on their own, without professional help? We are preparing a research grant proposal for a Foundation, which funds research that is relevant to ours, such as the Hogg Foundation in Texas or some of the National Foundations that fund social science research.

I have done pro-bono consulting to many colleagues on numerous external grant proposals, for agencies such as NIH, NSF, Texas Grant Programs, National Foundations, Hogg Foundation in TX, and so on (2004-present).
X. Indicate other professional activities during the last six years that contribute to graduate education
   (software development, new course development, adjudication, service on government panels, symposia
   or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

   I was nominated twice for the “Faculty Distinguished Leadership Award” at Texas Tech University (2006-2009).

   I have received four Appreciation Awards at TTU:
   - Director of Graduate Studies, Psychology
   - Interim Chair of HESS
   - Chair of Psychology
   - Director of Psychology Clinic

   Teaching Awards:
   - Member, Teaching Academy, TTU (~ 15% of the faculty, peer-reviewed, 1999 – present)
   - Member, Graduate Faculty, TTU (peer-reviewed, 1990 – present)
   - Individual Teaching Award, Psychology Department, TTU (peer-reviewed, 2008)
   - Member, Committee for Exceptional Teaching, Psy Dept (2005 – 2009)
   - Departmental Excellence in Teaching Award (to entire Psy Dept, peer-reviewed, 2007)

   I do a lot of service. This includes service that “contributes to graduate education.” For example, I have
   served on over 150 administrative committees at TTU (1990 – present). Yes, I keep track. For the recent period
   of 2004 to the present, I have served on 10 – 15 such committees per year. This service at TTU includes
   committees such as the following: Graduate Dean’s Council, Graduate Program Review Committees (e.g.,
   CMLL), Dissertation and Thesis Symposium Committees, University Press of TTU, APA Accreditation Task
   Force (re the PhD programs in clinical and counseling psychology), Graduate Dean’s Representative, SACS
   Competency Task Forces (for the Provost’s Office, OPA, etc.), Faculty Search, 3rd-Year, Tenure, and Promotion
   Committees, Strategic Planning Committees, A&S and Human Sciences Dean’s Tenure and Promotion
   Committees, College of A&S Dean’s Council of Chairs, Accreditation Committees, Graduate Admissions
   Committees, Endowed-Chair Faculty Recruitment Committees, Doctoral Qualifying Exam Committees, TEACH
   Program Committees, Teaching Academy Committees, Committees on Teaching Excellence, Doctoral Program
   Committees (especially for the counseling and clinical psychology PhD programs), National Research Counsel
   Surveys (for the National Academy of Sciences), Search Committees for the Directors of Mass Communications
   and Social Work, Convocations Committee for TTU, Executive Committees for Psychology and HESS, and so
   forth.

   Finally, I do a substantial amount of pro-bono mentoring and consulting to colleagues—especially faculty and
   students. This does not show up on a vita, but it is important…and helpful. For instance, this fall 2010 semester
   I have consulted to 25+ faculty colleagues and numerous students, across a dozen universities, about such issues
   as the following: their Self-Statements, CVs, Grant Proposals, Teaching Evaluations, Professional References,
   Service Contributions, Teaching Preparations, Lecturing Styles, Research Proposals, Applications for various
   things, Job Searches, and so on. I am proud of this mentoring. And it makes a difference.

   Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name:  ____Christine Robitschek____________________  Department/Unit: __Psychology / A&S__________________

Rank/Title: __Associate Professor________________  Date Submitted: _10/6/10________  Appointment Date: _9/1/93______

TTU Email: _chris.robitschek@ttu.edu_________  Phone: __742-3711 x235_________  Campus Mail Stop: __42051_____

Mailing Address: _Department of Psychology, TTU____ City/State: _Lubbock, TX__________  Zip: __79409__________

1. _X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote:  Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

    # _____ Approve  # _____ Disapprove  # _____ Abstain

Peer Evaluation Representative:

    _____ Approve  _____ Disapprove

Comment:  Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

    _____ Approve  _____ Disapprove

Comment:  Signature

Printed Name:

College Dean (of department submitting this application):

    _____ Approve  _____ Disapprove

Comment:  Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)  Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.)

I. Academic Background (begin with last degree; include post-doctoral work)
   Degree: PhD  
   Field: Educational Psychology, Specialization in Counseling Psychology (APA Accredited)  
   Institution: University of Minnesota – Minneapolis  
   Year Awarded: 1993

   Degree: MA  
   Field: Educational Psychology, Specialization in Counseling Psychology (APA Accredited)  
   Institution: University of Minnesota – Minneapolis  
   Year Awarded: 1988

   Degree: BA  
   Field: Religious Studies  
   Institution: Macalester College  
   Year Awarded: 1982

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Title: Associate Professor  
   Inst/Agency: Texas Tech University  
   Year(s): 1999-present

   Title: Assistant Professor  
   Inst/Agency: Texas Tech University  
   Year(s): 1993-1999

   Title: Lecturer  
   Inst/Agency: Southern Illinois University – Carbondale  
   Year(s): 1992-1993

   Title: Instructor  
   Inst/Agency: University of Minnesota - Minneapolis  
   Year(s): 1988-1989

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   **PhD at Texas Tech:**
   - Student Name: April Foreman  
     Yr Completed: 1994  
   - Student Name: Amy Hershberger  
     Yr Completed: 2006  
   - Student Name: Aimee Whittaker  
     Yr Completed: 2006

   - Student Name: Ingrid Weigold  
     Yr Completed: 2007

   **MA at Texas Tech**
   - Student Name: Cynthia Spering  
     Yr Completed: 2008
   - Student Name: Matthew Ashton  
     Yr Completed: 2009
   - Student Name: Megan Martinez  
     Yr Completed: 2010

IV. Other Service on Graduate Committees in the last six years (excluding III)
   No. Students: 4  
   Department: Psychology  
   Institution: Texas Tech
V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught)

**Texas Tech**

PSY 5002 Advanced Practicum in Clinical and Counseling Psychology: 2005 (2 sections); 2007

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)

List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

**Refereed Publications**


VII. Current Participation in Professional Associations

Include: Association Editorial Positions
Years Meetings Attended Referee for Journals, Proposals, etc.
Offices, Participation, Etc. Service on Award Panels, Juries, etc.

**Offices**

American Psychological Association, Division 17, Section on Positive Psychology, Research Representative: 2009 - present

American Psychological Association, Div. 17

Convention Program Committee (proposal reviews): 2006 – 2010
Membership Committee: Fall 2004, 2005-2006

**Memberships**

American Psychological Association: Member

Division 17 (of APA; Society for Counseling Psychology): Member
Society for Vocational Psychology: A Section of Division 17: Member
Section on Positive Psychology (of Div. 17): Member
International Positive Psychology Association: Founding Member

**Years Meetings Attended**

First World Conference on Positive Psychology: 2009
Editorial Positions

- Ad hoc Reviewer/Referree:
  - *The Counseling Psychologist*
  - *Identity: An International Journal of Theory and Research*
  - *European Journal of Psychological Assessment*
  - *Journal of Occupational and Organizational Psychology*
  - *American Journal of Orthopsychiatry*
  - *Personality and Individual Differences*
  - *Journal of Loss and Trauma*

VIII. Professional Papers and Abstracts for the last six years

Symposium presented at the annual convention of the American Psychological Association, San Francisco.


IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.


X. Indicate other professional activities during the last six years that contribute to graduate education
(software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

**New Course Development**
Psy 5345 Research Seminar in Clinical and Counseling Psychology

**Honors and Awards**
Recognized as one of the top 20 contributors to the premier empirical journal in Counseling Psychology, the *Journal of Counseling Psychology*, for the 11 year period of 1999 – 2009. (Buboltz, Deemer, & Hoffmann, 2010)
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Michael J. Serra
Department/Unit: Psychology (Experimental)

Rank/Title: Assistant Professor
Date Submitted: 9/20/2010
Appointment Date: 9/1/2008

TTU Email: michael.serra@ttu.edu
Phone: 806-742-3711 ex 251
Campus Mail Stop: 2051

Mailing Address: Psychology, Texas Tech
City/State: Lubbock, TX
Zip: 79414

1. ___X__ Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ______ Reappointment of lapsed membership
3. ______ Ex-officio (rank of collegiate dean or higher)
4. ______ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ______ Adjunct (employed outside the department/area or outside the University)
6. ______ Visiting (in a non-tenure-earning position within the University)
7. ______ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions: None

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ______ Approve # ______ Disapprove # ______ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ____________________________

Signature ____________________________

Printed Name: ____________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve _____ Disapprove

Comment: ____________________________

Signature ____________________________

Printed Name: ____________________________

College Dean (of department submitting this application):

_____ Approve _____ Disapprove

Comment: ____________________________

Signature ____________________________

Printed Name: ____________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean) Updated 10/19/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)
   Position: Post-Doctoral Researcher
   Field: Metacognition in Education
   Institution: Columbia University
   Years: 2007-2008

   Degree: PhD
   Field: Experimental Psychology
   Institution: Kent State University
   Year Awarded: 2007

   Degree: MA
   Field: Experimental Psychology
   Institution: University of North Carolina at Greensboro
   Year Awarded: 2004

   Degree: BA
   Field: Psychology
   Institution: Hofstra University
   Year Awarded: 2002

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Title: Assistant Professor
   Institution/Agency: Texas Tech University
   Year(s): 2008-present

   Title: Post-Doctoral Researcher
   Institution/Agency: Columbia University
   Year(s): 2007-2008

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
   Student's Name: Benjamin England
   Degree: MA
   Institution: Texas Tech University
   Year Completed: 2010

IV. Other Service on Graduate Committees in the last six years (excluding III)
   No. Students: 4 (currently ongoing)
   Department: Psychology
   Institution: Texas Tech University

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
   Institution: Texas Tech University
   Course Numbers: PSY 5101
   Years(s): 2010

   Institution: Texas Tech University
   Course Numbers: PSY 5352
   Years(s): 2009
VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations

Psychonomic Society
2004-2010
Associate Member

Midwestern Psychological Association
2005-2010
Local Representative, Membership Committee

Southwestern Psychological Association
2009-2010
Member

International Association for Metacognition
2004-2010
Website Manager

Ad-Hoc Reviewer
*Discourse Processes*
*European Journal of Cognitive Psychology*
*Experimental Aging Research*
*Journal of Educational Psychology*
*Journal of Experimental Psychology: Applied*
*Journal of Experimental Psychology: Learning, Memory, and Cognition*
*Memory & Cognition*
*Quarterly Journal of Experimental Psychology*
*Israel Science Foundation (ISF) grants*
*SWPA Conference Abstracts*
*McGraw-Hill Textbooks*
*Norton Textbooks*
*Sinauer Textbooks*
*Worth Textbooks*

VIII. Professional Papers and Abstracts for the last six years


Serra, M. J., Ellis, K., Marks, D., & Scardino, J. (2010, May). Examining the Link between Memory and Understanding in Multimedia Learning. Poster presented at the 82nd Annual Meeting of the Midwestern Psychological Association, Chicago, IL.


Serra, M. J. (2009, April). Metacognitive errors in learning (and some ways to overcome them). Invited talk, Texas Tech Teaching, Learning, and Technology Center, Lubbock, TX.


IX. Grant and Contract Activity for the last six years
List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

N/A

X. Indicate other professional activities during the last six years that contribute to graduate education
(software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Title: Course Supervisor, PSY 1300 (General Psychology)
Institution: Texas Tech University, Department of Psychology
Description: I supervise 15-30 sections of PSY 1300 per semester taught by 10-20 graduate students per semester.
I also teach an associated graduate course on how to teach.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: ROMAN TARABAN      Department/Unit: PSYCHOLOGY
Rank/Title: PROFESSOR      Date Submitted: OCTOBER 11, 2010      Appointment Date: SEPTEMBER 1, 1989
TTU Email: roman.taraban@ttu.edu      Phone: 806 742-3711 ext. 247      Campus Mail Stop: 2051

Mailing Address: Department of Psychology, Texas Tech University City/State: Lubbock, TX Zip: 79409-2051

1. XXXX Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. _____ Reappointment of lapsed membership
3. _____ Ex-officio (rank of collegiate dean or higher)
4. _____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. _____ Adjunct (employed outside the department/area or outside the University)
6. _____ Visiting (in a non-tenure-earning position within the University)
7. _____ Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve # _____ Disapprove # _____ Abstain

Peer Evaluation Representative:

_____ Approve       _____ Disapprove

Comment:____________________________________________
Signature____________________________________________
Printed Name:____________________________________________

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve       _____ Disapprove

Comment:____________________________________________
Signature____________________________________________
Printed Name:____________________________________________

College Dean (of department submitting this application):

_____ Approve       _____ Disapprove

Comment:____________________________________________
Signature____________________________________________
Printed Name:____________________________________________

Graduate Council Action: (To be completed by the Office of the Graduate Dean)
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last six years. If being reconsidered after three years probation, please use the "provisional" application.

I. Academic Background (begin with last degree; include post-doctoral work)

Degree: Post-Doctoral Training  
Field: Cognitive Psychology  
Institution: University of Massachusetts at Amherst  
Date: 1988-1989

Degree: Ph.D.  
Field: Cognitive Psychology  
Institution: Carnegie Mellon University  
Date: August, 1988

Degree: MA  
Institution: University of Chicago  
Field: Educational Psychology  
Date: August, 1981

Degree: BS  
Field: Elementary Education  
Institution: University of Nevada, Las Vegas  
Date: August, 1978

Degrees: BA  
Field: English, Philosophy  
Institution: University of Illinois at Urbana-Champaign  
Date: 1975 (English) 1976 (Philosophy)

II. Professional Experience, Academic and Nonacademic (begin with present position)

Include:  
Title  
Institution/Agency  
Year(s)

Fulbright-Nehru Research Scholar  
United States – India Education Foundation (USIEF)  
2009-2010

Associate Editor  
*Journal of Educational Psychology*  
January 2008 - present

Professor in Experimental Psychology  
Texas Tech University  
August 2007 – present

Associate Chair  
Texas Tech University  
Department of Psychology  
January 2006 – present

Assessment Coordinator for the Texas Tech University Howard Hughes Medical Institute (TTU/HHMI) Biological Sciences Education Program  
Texas Tech University  
2002 - present

Associate Professor in Experimental Psychology  
Texas Tech University  
1995 – 2007
Assistant Professor in Experimental Psychology
Texas Tech University
1989 – 1995

Instructor
Truckee Meadows Community College, Reno, Nevada
1982-1983

Teacher (aide, substitute, classroom)
Clark County School District, Las Vegas, Nevada
1976 – 1981

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)
Include:
- Student's Name
- Degree
- Institution
- Year Completed

Sara Girotto
Ph.D.
Texas Tech University
Current

Matthew Hayes
Ph.D.
Texas Tech University
2007

Shelley Woodson
Ph.D.
Texas Tech University
2004

IV. Other Service on Graduate Committees in the last six years (excluding III)
Include:
- No. Students
- Department
- Institution

8 students
Psychology
Texas Tech

2 students
Mechanical Engineering
Texas Tech

1 student
Industrial Engineering
Texas Tech

1 student
Applied Linguistics
Texas Tech

1 student
Speech and Hearing Sciences
Texas Tech Health Science Center

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)
Include:
- Institution
Texas Tech University
PSY 5356-001 Cognition Seminar

Texas Tech University
PSY 5357-001 Psycholinguistics,
2006, 2004

VI. Published Research and Creative Activity in the last six years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

Books

Book Chapters
Taraban, R. (2008). What is undergraduate research and why should we support it? In R. Taraban and R. L. Blanton (Eds.), Creating effective undergraduate research programs in science: The transformation from student to scientist (pp. 3-10). New York: Teachers College Press.


Refereed Journal Publications


**Refereed Conference Publications**


**VII. Current Participation in Professional Associations**

<table>
<thead>
<tr>
<th>Association</th>
<th>Editorial Positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years Meetings Attended</td>
<td>Referee for Journals, Proposals, etc.</td>
</tr>
<tr>
<td>Offices, Participation, Etc.</td>
<td>Service on Award Panels, Juries, etc.</td>
</tr>
</tbody>
</table>

American Psychological Association (APA)
Associate Editor, *Journal of Educational Psychology*

Society for Computers in Psychology (SciP)
Society President 2006-2007

Psychonomic Society

**Editorial Review - 2009**

Reviewed for *National Science Foundation – Linguistics Program*
Reviewed for *Journal of Behavior Research Methods*
Reviewed for *Journal of Engineering Education*
Reviewed for *Journal of Research in Science Teaching*
Reviewed for *Journal of STEM Education*
Reviewed for *Language Learning*
Reviewed for *Science*

**Editorial Review - 2008**

Reviewed for *Behavior Research Methods*
Reviewed for *Journal of Engineering Education*
Reviewed for *Journal of Research in Science Teaching*
Reviewed for *Journal of Experimental Psychology: Applied*
Reviewed for the *2008 Conference of the Society for Computers in Psychology (SciP)*
Reviewed for the *2008 Annual Conference of the American Society for Engineering Education*

**Editorial Review – 2007**

Reviewed for *Behavior Research Methods*
Reviewed for *Journal of Engineering Education*
Reviewed for *Language Learning*
Reviewed for *Learning and Individual Differences*
Reviewed for *Journal of Research in Science Teaching*

**Editorial Review - 2006**

Reviewed for *Language Learning*
Reviewed for *Behavior Research Methods*
Reviewed for *Learning and Individual Differences*
Reviewed for *Journal of Research in Science Teaching*

**Editorial Review - 2005**

Reviewed for *Memory & Cognition*
Reviewed for *Behavior Research Methods, Instruments, & Computers*
Reviewed for *Journal of Memory and Language*
Reviewed for the *Proceedings of the 2005 American Society of Engineering Education – Gulf-Southwest (ASEE-GSW) Annual Conference, Corpus Christi, TX*

**Editorial Review - 2004**

Reviewed for *Memory & Cognition*
Reviewed for *Behavior Research Methods, Instruments, & Computers*
Reviewed for *Journal of Memory and Language*
Reviewed for *Journal of Educational Psychology*
Reviewed for the *Proceedings of the 2004 American Society of Engineering Education (ASEE) Annual Conference and Exposition, Salt Lake City, UT*
Reviewed for the *Proceedings of the 2004 American Society of Engineering Education – Gulf-Southwest (ASEE-GSW) Annual Conference, Lubbock, TX*
Reviewed for special volume for the International Network of Engineering Education & Research (iNEER).

VIII. Professional Papers and Abstracts for the last six years

**Entries, Abstracts, Book Reviews, Etc.**


**Paper and Poster Presentations at Professional Meetings**


to track students’ cognitive patterns in engineering design. 6th ASEE Annual Colloquium on Engineering Education. Istanbul, Turkey.


Taraban, R., Pieten, A., & Myers, R. (2006, February). Discourse functions in student research reports: What can we say about what students know and learn through research experiences. Paper presented at To Think and Act Like a Scientist, a conference at Texas Tech University, Lubbock, TX.


IX.

Grant and Contract Activity for the last six years

List grants, contracts or other types of sponsored research activity in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

Howard Hughes Medical Institute (HHMI), Co-Investigator (with Dr. Michael San Francisco-Project Director, Dr. Lou Densmore, and Susan Talkmitt). Undergraduate Biological Sciences Education Program--HHMI Phase VI: Total grant 2010-2014: $2.2 Million. Assessment: $137,032. (not funded)

Howard Hughes Medical Institute (HHMI), Co-Investigator (with Dr. Lou Densmore-Project Director, Dr. Michael San Francisco, and Susan Talkmitt). Undergraduate Biological Sciences Education Program--HHMI Phase V (Extension): Total grant 2010-2012: $500,000; Program Assessment, $10,000. (funded)

Federal Aviation Administration, An Empirical Test of Alternative ATST Instructions, 2008-2009. $25,479 (not funded)

Praevius Group (letter of intent submitted). Co-PI (with Dr. Frank Durso and Dr. Patricia Delucia, Learning Assessment. $335,802 (not invited)

National Science Foundation, (with E. E. Anderson and J. Hashemi), Promotion of Effective Problem Solving with Computer-Based Problem-Solving Structured Examples, 2008-2011. $560,142 (not funded)

FIPSE, (with E. E. Anderson and J. Hashemi), Computer-Based Problem-Solving Model to Develop Reflective Thinking Engineering Students, 2009-2013. $484,726 (not funded)

National Science Foundation (rejected), Co-PI (with E. E. Anderson, PI; J. Hashemi, Co-PI), Bridging Undergraduate Engineering Students from Closed-Form Problem-Solvers to Reflective Learners. $712,000 (not funded)


Howard Hughes Medical Institute (HHMI), Co-Investigator (with Dr. Michael San Francisco-Project Director, Dr. Lou Densmore, and Susan Talkmitt). Undergraduate Biological Sciences Education Program--HHMI Phase V: Total grant 2006-2010: $1.5 Million; Program Assessment, $82,629 (funded)


X. Indicate other professional activities during the last six years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

Member of all Commencement Stage Parties as representative of Teaching Academy (2008-2009)

Chair of the Texas Tech Teaching Academy Executive Council (2008-2010)

President of the Society for Computers in Psychology (ScICP) (2006-2007)


Chairperson at Professional Meetings

Program Chair for On Being An Engineer. A conference at Texas Tech University, February, 2008.

Program Chair for To Think and Act Like a Scientist, a conference funded by the TTU/HHMI Biological Sciences Education Program. Texas Tech University, February, 2006.


Updated 10/19/06
GRADUATE FACULTY APPLICATION FORM
TXAS TECH UNIVERSITY
Confirmation / Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Alice McEachern, Young
Department/Unit: Psychology

Rank/Title: Professor
Date Submitted: 16 Sept 2010
Appointment Date: September 2004

TTU Email: alice.young@ttu.edu
Phone: 2-3905 X258
Campus Mail Stop: 1075

Mailing Address: Office of the Vice President for Research / 103 Holden
City/State: Lubbock
Zip: TX

1. \( \checkmark \) Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. \( \checkmark \) Reappointment of lapsed membership
3. \( \checkmark \) Ex-officio (rank of collegiate dean or higher)
4. \( \checkmark \) Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. \( \checkmark \) Adjunct (employed outside the department/area or outside the University)
6. Visiting (in a non-tenure-earning position within the University)
7. \( \checkmark \) Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

\# _____ Approve \# _____ Disapprove \# _____ Abstain

Peer Evaluation Representative:

_____ Approve
Comment:
Signature
Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve
Comment:
Signature
Printed Name:

College Dean (of department submitting this application):

_____ Approve
Comment:
Signature
Printed Name:

Graduate Council / Action: To be completed by the Office of the Graduate Dean

Updated 10/19/08
I. Academic Background (begin with last degree; include post-doctoral work)

No change in last six years.

II. Professional Experience, Academic and Nonacademic (begin with present position)

1. 2004-2010: Professor of Psychology, Texas Tech University and Professor of Pharmacology and Neuroscience, Texas Tech University Health Sciences Center
2. 2009-2010: Faculty Fellow for Research Integrity, Office of the Vice President for Research, Texas Tech University
3. 2010: Associate Vice President for Research, Texas Tech University

III. Direction of Graduate Students (completed theses and dissertations directed in the last six years)

None completed

IV. Other Service on Graduate Committees in the last six years (excluding III)

1. As Chair of Doctoral Committee (3):
   a. Jacek Joncá-Jasinski, Psychology, Texas Tech University
   b. Allison (Hollingsworth) Deming, Psychology, Texas Tech University
   c. Yukun Chen, Graduate School of Biomedical Sciences, Pharmacology & Neuroscience, Texas Tech University Health Sciences Center
2. As member of Doctoral Committee in Psychology, Texas Tech University (6):
   a. David Trotter
   b. Phillip Smith
   c. Sara Girotto
   d. Joseph VanDerVeen
   e. Tiffany Fennell
   f. Jared P. Dempsey
3. As member of Masters Committee Texas Tech University (2):
   a. Katie Filtz, Psychology
   b. Daniel Nathan, MA in Interdisciplinary Studies
4. As Chair of Masters Committee in Psychology, Wayne State University (2)
   a. Nicholas Jones, 2005
   b. Avanti Deshmukh, 2006

V. Graduate Courses Taught in the last six years (list course numbers only once plus the years each was taught.)

1. Texas Tech University
   b. PSY 5352, Learning Theory, 2007
2. Texas Tech University Health Sciences Center
   a. GSBS 5201, Scientific Writing in the Biomedical Sciences, 2009
VI. Published Research and Creative Activity in the last six years (do not include in-house reports)

Books

Contributing author to publications of the National Academies

Articles


Book Chapters

VII. Current Participation in Professional Associations
Associate Editor, Journal of Pharmacology and Experimental Therapeutics, 2002–09

Editorial Advisory Boards:
  Behavioural Pharmacology, 1989-2009
  Experimental and Clinical Psychopharmacology, 1997-2005
  Journal of the Experimental Analysis of Behavior, 2006-09
  Pharmacology Biochemistry and Behavior, 1988-present

American College of Neuropsychopharmacology
  Committee on the Use of Animals in Neuropsychopharmacology, 2004-09 (Co-Chair 2007, Chair, 2008-09)
  Education and Training Committee, 2010-12
  Human Research Committee, 2010-12

American Psychological Association (Fellow, Divisions 25, 28, and 50)
  Board of Scientific Affairs, 1997-99, 2006-08 (Chair, 2008)
  Designation Committee for Postdoctoral Education and Training Programs in Psychopharmacology for Prescriptive Authority, 2010-12
American Society for Pharmacology and Experimental Therapeutics  
Division for Behavioral Pharmacology (President, 2005-07)

VIII. Professional Papers and Abstracts for the last six years
Chen Y, Evola M, Young AM. Memantine and dizocilpine may differ in acute interactions with morphine. College on Problems of Drug Dependence 69th Annual Scientific Meeting, Quebec City, Quebec, Canada, 2006.

IX. Grant and Contract Activity for the last six years
FEDERAL RESEARCH SUPPORT
As Principal Investigator
R01-DA03796, Behavioral pharmacology of opioid tolerance and dependence
National Institute on Drug Abuse
Total period of support: 02/85 to 06/09

As Co-Investigator
R01-AG015964-06, Neurovascular mechanisms of brain function and disease
National Institute of Aging
PI: Paula Grammas, TTUHSC
Total period of support: 07/07 to 06/12

INSTITUTIONAL AND FOUNDATION SUPPORT
As Principal Investigator
Neuropathological and cognitive sequelae of binge drinking
TTUHSC/TTU Research Initiative
PI at TTU: Alice Young, PI at TTUHSC: Gregory Schrimsher
Total period of support: 1/08 – 08/09

Nicotinic agonists as cognitive enhancers in a mouse model of Duchenne muscular dystrophy
TTU Research Enrichment Fund
Total period of support: 01/08-08/09
As Co-Investigator
Roger Alan Valkenar Estate
Nicotinic acetylcholine receptors and muscular dystrophy
Co-PIs: Michael Blanton and Alice Young, TTUHSC
Total period of support: 01/07 to 02/09

X. Indicate other professional activities during the last six years that contribute to graduate education
National Institutes of Health
  Member, Member-Conflict Panel for Drug Abuse, 2005
  Chair, CSR Special Emphasis Panel: 2005, 2006
  Member, Biobehavioral Regulation, Learning and Ethology Scientific Review Group: 2006-10
Graduate Program Reviews
2010-2011

FACULTY AND STUDENT SURVEY RESULTS

College: College of Arts and Sciences
Department: Psychology
Conducted by: Institutional Research & Info Mgmt
### FACULTY SURVEY RESULTS – PSYCHOLOGY

**Number of faculty participated in survey**

<table>
<thead>
<tr>
<th>Faculty Level</th>
<th>Count</th>
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<td>Emeritus</td>
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<tr>
<td>Professor</td>
<td>9</td>
</tr>
<tr>
<td>Asso.Prof</td>
<td>7</td>
</tr>
<tr>
<td>Asst.Prof</td>
<td>9</td>
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<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>26</strong></td>
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**SCALE**

<table>
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<th>Scale</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
<th>Average</th>
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<td>4.23</td>
</tr>
</tbody>
</table>

**Q-1** The facilities and equipment available to teach graduate courses are adequate.

**Q-2** I have adequate access to facilities and equipment needed for my graduate work

**Q-3** The quality and availability of departmental graduate student office space is adequate for my needs

**Q-4** Library resources available to me are adequate

**Q-5** Teaching resources (faculty, teaching assistants) are adequate to my needs

**Q-6** The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program

**Q-7** The graduate courses available are taught at an appropriate level and are of sufficient rigor.

**Q-8** The graduate teaching assistants available to faculty in the program are of appropriate quality

**Q-9** Graduate courses in other fields, needed to support your program or minor, are sufficiently available
| Q-10 There is adequate communication about policy and program changes in your department |
|-----------------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
|                                                | 14        | 7         | 3         | 2         | 0         | 0         | 4.27      |

<table>
<thead>
<tr>
<th>Q-11 There is adequate communication from the upper administration regarding policy changes.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Q-12 I am satisfied with the professional interaction with faculty throughout TTU. |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                                 | 4         | 16        | 4         | 1         | 1         | 0         | 3.81      |

<table>
<thead>
<tr>
<th>Q-13 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently accepted.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q-14 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Q-15 Graduate courses in other fields, needed to support your program(s) or minors, are sufficiently recommended by your advisor(s).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

| Q-16 I am satisfied with the professional interaction with the graduate program coordinator(s). |
|--------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                                       | 9         | 11        | 2         | 0         | 0         | 4         | 4.32      |

| Q-17 I am satisfied with the professional interaction with other faculty within the program(s). |
|--------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                                       | 7         | 18        | 0         | 0         | 0         | 1         | 4.28      |

| Q-18 I am treated as a respected contributor to the graduate program in which I am involved. |
|--------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                                       | 10        | 1         | 1         | 3         | 0         | 1         | 4.20      |

| Q-19 I have been given an opportunity to be engaged in decisions regarding changes in the program(s). |
|--------------------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                                                   | 14        | 9         | 1         | 0         | 0         | 2         | 4.54      |

| Q-20 Course and program changes are evaluated by all faculty and voted upon by those faculty. |
|--------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                                       | 10        | 10        | 2         | 2         | 0         | 2         | 4.17      |

| Q-21 Sufficient graduate teaching assistantship stipends are available. |
|--------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                           | 2         | 4         | 2         | 3         | 14        | 1         | 2.08      |

| Q-22 The program offers adequate opportunity for its faculty to gain teaching training. |
|--------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|-----------|
|                                                                                       | 6         | 8         | 7         | 2         | 0         | 3         | 3.78      |

<table>
<thead>
<tr>
<th>Q-23 Graduate teaching assistantships assignments are made equitably, based on established criteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Q-24 Graduate program policies are clearly defined and readily available to me.  

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td><strong>4.44</strong></td>
</tr>
</tbody>
</table>

Q-25 Graduate program policies clearly identify petition and appeals procedures available.  

<p>| | | | | | | |</p>
<table>
<thead>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>10</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td><strong>4.48</strong></td>
</tr>
</tbody>
</table>

FACULTY COMMENTS:

**What do you consider to be the strengths of your graduate program(s)?**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Student morale, quality of faculty, post graduation job placements.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of faculty APA accreditation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong training, high-quality courses.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Individuals who have obtained PhDs from our program have done amazing things. Their accomplishments are impressive. So, the greatest strength of our program is that some great people come here to complete their PhDs, and then leave and have wonderful careers.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Our graduate programs in Clinical, Counseling, and Experimental Psychology (which includes cognitive, human factors and social) are extremely high-quality, productive and respected programs. But the resources/support for the programs are inadequate. In addition, psychology is a science and has important implications for the design of technology (e.g., the human factors program focuses on this). Yet my understanding is that we are not considered a STEM at TTU and thus are not eligible for all initiatives.</td>
<td></td>
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</tr>
<tr>
<td>The faculty are collegial with one another and committed to doing strong research and training grad students to do the same.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The faculty and students.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>We have many graduate students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Strong programs with many applicants. Our building is bursting for lack of space. Given resources we could easily double the number of our doctoral students.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>In the Psychology Department, we have the largest (N = 119 PhD students), and in most respects one of the best, doctoral programs at Texas Tech.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Breadth of training, incorporation of student research interests.</td>
<td></td>
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</tr>
<tr>
<td>Three accredited programs. Rigorous doctoral training. Excellent incoming students and many more applicants than we can accept.</td>
<td></td>
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</tr>
<tr>
<td>We have an active and skilled faculty.</td>
<td></td>
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</tr>
<tr>
<td>Highly selected graduate students and excellent young faculty.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigor of research and professional training. Faculty student relations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rigorous program.</td>
<td></td>
<td></td>
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</tbody>
</table>

**What changes, if any, could be made to improve the quality of your graduate program(s)?**

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Higher stipends, lower teaching obligations, more internships, more interdisciplinary research.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORE LAB SPACE FOR RESEARCH AND LARGER TA STIPENDS.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Increase TA stipends to attract stronger graduate students (we lose the best students to other</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
programs), require our TAs to teach less (currently 2 courses/semester), students don’t have enough time for research.

In recent years, the Graduate School and the Provost’s office have taken the Psychology Department for granted. We do not have enough funds to support our graduate students, so every year our chair has to go beg for the money needed to support our students. Doing that is stressful because it often involves obtaining funds to pay graduate instructors who already have undergraduate classes they are teaching that have full enrollments.  Psychology is the department with the largest doctoral program on campus, which generates a huge amount of formula funding, and the administration does not appear interested in expanding what we do. With more money for faculty positions and for graduate student support, our department could easily double the number of PhD students we have and do so with no reduction in the quality of our students.

More space for faculty research and students. Greater number and size of graduate student stipends so that we can offer competitive packages.

We need more funding for our students. Their stipends are low, they have to teach two courses for a 20-wk week assistantship, and they are essentially required to register for federal work-study funding. This prevents us from attracting top-tier students.

More faculty, as we are strapped with VERY heavy teaching and research supervision loads, so little time for research.

We need to reduce the teaching load of our students so we can recruit more qualified students.

Money. Our stipends are inadequate. Without work-study we could not fund our students. Students funded mostly from AOF, the same place funds are grabbed for budget cuts.

Psychology desperately needs more TA funding and more space. We also need more M&O funding, faculty, and staff. With increased resources, we can continue to grow and evidence excellence.

We need more space and faculty.

Reduction in # of courses, restructure format of prelims and dissertation to focus on writing and research skills rather than long discourse(s)  Expansion of electronic journal availability  Stipends are inadequate, and students teach 2 courses per term - resulting in large debt and fewer publications than students in competing programs in TX and NM.

Our programs do not need to be changed, they need to be supported. We do not have adequate faculty, staff, money, or space to grow our strong doctoral programs.

I would advise more resources for the department. Beyond resources, I would advise fewer 'top-down' requests for information that are often unclear, poorly thought through, with unrealistic time-lines. Some of these requests have concerned information available from IRIM and - instead - going to a thousand or more people in various departments. This sort of thing makes both teaching and research more difficult.

Thanks you for inviting emeritus faculty to participate in this survey. Since the interim dean is new to Texas Tech, I would like to provide some historical perspective. The lack of support of graduate programs in psychology, which are among the best in the university by any standards, is shameful. It has been so for the last 55 years, 39 of which constituted my service as a faculty member, department chair, and graduate program director. Take a look at the north side of the Psychology building. Seriously, go look at it. It has never been landscaped since the last building addition was completed on the cheap in 1973. That ugly, barren patch of land on an otherwise beautiful campus is symbolic of the lack of respect that has consistently characterized central administration’s neglect of the department. In the 1950s, the Psychology department was the first on campus to have ambitions for national prominence. It was stymied by the university’s leadership. At one time the department was a leader in external funding and was not rewarded. At other times it was a leader in doctoral enrollment and was not rewarded. When it was the leader in SCH production, it was not rewarded. Through all this, the
department was a cash cow, and its potential for excellence was ignored. Program review after program review by the Graduate School and accrediting bodies have documented the sorry state of departmental support compared to peer departments nationally, and nothing ever changed. It is time. It’s past our turn. Build state of the art facilities (with landscaping) and put a million dollars into smart faculty recruiting and you'll get it all back in indirect costs AND have a first class department. I am dead serious. Look around and you'll see that's exactly what was done by competing departments across the country that have been passing us by over the years.

Increased funding to recruit high quality graduate students. Increased number of graduate faculty.

Additional faculty (and corresponding space) to recruit more high-quality students.

Please feel free to add any additional comments or questions in the space below.

We are in dire need of space for graduate TA offices and labs. Our department has a high level of productivity, and we could improve that if our building was expanded. We have many more qualified graduate applicants than positions available, and if we could increase space and stipends, we could grow and produce more easily.

We have enormous numbers of reports to do. Our business manager spends 90% of her time entering PAFs due to the cumbersomeness of Banner. Frankly, the six-year Graduate School review is redundant and a waste of time and resources. The review of Graduate faculty is enough. I was Graduate Dean from 1984-1995, and I put those reviews on hold after my first year because they did not lead anywhere or add any new resources to address departmental need. Everyone, including my boss, the Provost, was very pleased, noting that we are 'reviewed to death.' In the years following my return to Psychology, the GS was allowed to languish; Deans were chosen internally until your hiring. Frankly, your 6-year reviews are widely viewed as an exercise of power, something you can force faculty to do. I don't know who reinstituted the reviews, but I urge you to canvass the faculty as to their views about the usefulness of the reviews. Given that we have three accredited programs, we are in a constant state of review. The GS review is just one more thing that is not needed. I suggest that you consult Valerie Paton and solicit her input as to how the vast amount of information she collects might be tweaked to give you the information you feel you need. That change would truly be an act of mercy. Since I am a Horn Professor, I obviously am not advocating a lowering of scholarly standards. Ironically, the incessant reporting that departments now have to do may itself lower standards because it takes time away from scholarship and teaching. In closing, I wish you the best of luck in your service as Interim Dean. I am so pleased to have a skilled professional at the helm of the Graduate School once again. Clyde Hendrick

I do not think that graduate school administrators and staff have always been helpful in this review process. My assessment is based on several graduate school review experiences here, as both the reviewee and the reviewer. At a minimum, a more-respectful and gracious interaction style by these graduate school personnel would be helpful.

Thank you for making this a brief, to the point, relevant survey.

There's a great deal, in my view that is outstanding about psychology and about other TTU departments.
**STUDENT SURVEY RESULTS – PSYCHOLOGY**

**Number of students participating in survey**

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>28</td>
</tr>
<tr>
<td>Master's Thesis</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td><strong>PARTICIPANT TOTAL</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

**Years in program**

<table>
<thead>
<tr>
<th>Year</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; year</td>
<td>5</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; year</td>
<td>5</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; year</td>
<td>2</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>6</td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>4</td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt; year</td>
<td>6</td>
</tr>
</tbody>
</table>

**SCALE**

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N/A</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>N/A</td>
<td>Average</td>
</tr>
</tbody>
</table>

**Q-1** The research facilities and equipment available for my graduate research meet my needs

| 5 | 14 | 1 | 7 | 1 | 0 | **3.54** |

**Q-2** I have adequate access to facilities and equipment needed for my graduate work

| 7 | 13 | 3 | 5 | 0 | 0 | **3.79** |

**Q-3** The quality and availability of departmental graduate student office space is adequate for my needs

| 8 | 10 | 0 | 7 | 3 | 0 | **3.46** |

**Q-4** Library resources available to me are adequate for my needs

| 15 | 10 | 0 | 3 | 0 | 0 | **4.32** |

**Q-5** Teaching resources (faculty, teaching assistants) are adequate to my needs

| 11 | 10 | 5 | 1 | 0 | 1 | **4.15** |

**Q-6** The program offers an adequate selection of graduate courses, sufficient for timely completion of a full graduate program

| 5 | 13 | 5 | 3 | 2 | 0 | **3.57** |

**Q-7** The graduate courses available are taught at an appropriate level and are of sufficient rigor.

| 14 | 12 | 2 | 0 | 0 | 0 | **4.43** |

**Q-8** The graduate teaching by faculty in the program is of appropriate quality

| 13 | 13 | 2 | 0 | 0 | 0 | **4.39** |

**Q-9** Graduate courses in other fields, needed to support my program or minor, are sufficiently available
<table>
<thead>
<tr>
<th>Q-10</th>
<th>Program seminars are adequate to keep me informed of developments in my field</th>
<th>5</th>
<th>10</th>
<th>5</th>
<th>3</th>
<th>0</th>
<th>5</th>
<th>3.74</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q-11</td>
<td>The initial advising I received when I entered the program was an adequate orientation</td>
<td>8</td>
<td>14</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.07</td>
</tr>
<tr>
<td>Q-12</td>
<td>I have a department mailbox or other form of communication with faculty &amp; graduate students</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3.82</td>
</tr>
<tr>
<td>Q-13</td>
<td>I have adequate access to my major professor</td>
<td>19</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.68</td>
</tr>
<tr>
<td>Q-14</td>
<td>I am receiving the research and professional development guidance I need</td>
<td>19</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.64</td>
</tr>
<tr>
<td>Q-15</td>
<td>I am satisfied with the professional interaction with my major professor</td>
<td>11</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>4.14</td>
</tr>
<tr>
<td>Q-16</td>
<td>I am satisfied with the professional interaction with faculty both within the program and at TTU</td>
<td>7</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.18</td>
</tr>
<tr>
<td>Q-17</td>
<td>I am treated as a respected contributor to the research program in which I am involved</td>
<td>13</td>
<td>8</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>4.07</td>
</tr>
<tr>
<td>Q-18</td>
<td>I have been given an opportunity to be engaged in significant research for my thesis or dissertation</td>
<td>12</td>
<td>12</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4.21</td>
</tr>
<tr>
<td>Q-19</td>
<td>If I decide to change my major professor, the mechanism for doing so is suitable</td>
<td>4</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3.50</td>
</tr>
<tr>
<td>Q-20</td>
<td>I am informed of opportunities for professional development and contacts outside TTU, such as attendance at professional meetings</td>
<td>13</td>
<td>12</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>4.32</td>
</tr>
<tr>
<td>Q-21</td>
<td>Graduate teaching or research assistantship stipends are adequate</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>13</td>
<td>0</td>
<td>2.14</td>
</tr>
<tr>
<td>Q-22</td>
<td>The program offers adequate opportunity for its graduate students to gain teaching experience</td>
<td>19</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.57</td>
</tr>
<tr>
<td>Q-23</td>
<td>Graduate teaching assistantships, assignments are made equitably, based on established criteria</td>
<td>6</td>
<td>12</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>3.71</td>
</tr>
</tbody>
</table>
Q-24 Program policies are clearly defined and readily available to me

| 11 | 6 | 6 | 5 | 0 | 0 | 3.82 |

Q-25 Graduate program policies clearly identify petition and appeals procedures available to me

| 6 | 9 | 8 | 4 | 1 | 0 | 3.54 |

Q-26 There is a well-established mechanism for regular graduate student participation in decisions affecting students, whenever this is appropriate

| 4 | 10 | 10 | 3 | 1 | 0 | 3.46 |

STUDENT COMMENTS:

What do you consider to be strengths of this program?

My faculty advisor and practicum opportunities that fit my interests.
The strengths of the program are opportunities in teaching and external practicums.
Faculty and the working relationship between departments.
Strong faculty support and guidance (from most); Excellent practicum opportunities and placement sites.
Current with where the field is and where it is headed.
Faculty with a tremendous amount of research experience.
Strengths of the program include teaching opportunities and course instructors. Faculty instructors have been accommodating. Furthermore, some clinical supervisors have been very effective and helpful!
Support/encouragement for research presentations.
This program’s strengths are their open-ended approaches to letting students define their career paths. The quality of the practicum supervision is also quite good.
The faculty, they are such a valuable resource and always make themselves available.
Emphasis on balance, self-care, and mental health; exposure to a wide range of theory; clinical opportunities; multicultural and social justice emphasis; faculty.
The faculty and staff that work in this department are wonderful. It's a big department (Psychology) with a diverse array of perspectives and a welcoming, cooperative environment.
I consider one of the major strengths to be the curriculum for which ample opportunities are presented to gain experience in the field itself in addition to the classroom setting. Additionally, the assistantship opportunities, in my case, allow for additional clinical experience which is extremely valuable to my future career goals.
The care and consideration of the faculty is a major strength.

What do you consider to be the weaknesses of this program?

The weaknesses in the program are inadequate facilities and faculty that are not supportive or understanding. Another weakness is that some masters and dissertation projects are not possible to complete in a timely manner. The faculty’s views on sufficient types of research projects differ
We need more access to resources necessary for research (i.e., SPSS).

Psychology graduate students (as a whole but specifically those in clinical and counseling) do more work and are busier than almost any other graduate students on campus. That is, we see nearly full caseloads of clients, attend our own classes, teach classes, work our 20-hr assistantships AND conduct research/attend professional development activities. Yet, we are some of the lowest paid graduate student employees on TTU’s campus. It simply makes no sense.

At least in one sub-division the faculty are too homogeneous having all come from the same graduate program.

Lack of proper funding or facilities. Student needs are put dead last. Student concerns are not adequately addressed by the department chair.

There is a lack of understanding of program expectations regarding external practicums. There is also a lack of grant funding to help stimulate student research. Student evaluations appear arbitrary at times.

Not all faculty on same page at times, especially in prac. supervision.

There are several faculty members whose policies are driven more by ego than any rational approach to training. Academic freedom is used to empower (some) faculty members to engage in abuses of power over their graduate students. Thus, some students are required to do significantly more, or less, in order to complete the same degree with the same level of competitiveness for internships.

Too much emphasis on teaching, and not enough emphasis on research; in some classes, work load is too high, and intellectual stimulation too low so that it feels like ‘busy work’

The resources available to my department (Psychology) are unacceptable! Our stipends are understood to be less generous than many other departments even though the Psychology department is one of the largest and most productive at Tech. We have the oldest, ugliest, least useful building on campus. Beyond the aesthetic damage, this does us a great disservice. We have only 3 classrooms, even though we teach an enormous course load, often with large classes. We are forced to borrow rooms (often with no technology) from other departments. We perennially have problems providing office space to everyone and lab space (to conduct research) is in short supply. We at the Psychology department feel unappreciated by the university and the administration. That is, by far, the biggest weakness of my program

The one and only weaknesses, in my perspective, is the limited space. The psychology department in general could greatly benefit from an additional research building.

I cannot determine a weakness at this moment.

What changes, if any, could be made to improve the quality of this graduate program?

More resources, more funding, more positive student-faculty interactions, and accomplishable research projects.

I believe there should be a stronger emphasis on professional development in the program.

Offering more graduate courses each semester as well as increasing the student stipends. We are paid the least in the university in terms of stipends, but the students teach many of the undergraduate courses and are a competitive program.

Increase graduate student stipends/assistantship pay to match (or at least to be competitive with) that of other graduate programs on campus.

The department needs to innovate and change its mentoring approach - overall. This is not true for all faculty, but for enough that there is a concern in how faculty treat graduate students.
I would like to have more child therapy and assessment courses. More encouragement for grants would help graduate students complete research and be competitive for internship. More recognition of achievement in areas of the program would help motivate students.

Actually accepting student input would be a major improvement. I frequently hear about how much it matters, but I have yet to see it result in any substantive change, or prevention of change, since I have been here. The phrase 'lip service' comes to mind every time I hear a student concern being addressed by the faculty.

Make the treatment of graduate students fair and equal.

Less emphasis on teaching and more emphasis on research; require reading of more primary texts.

An additional research building for psychology experiments.

I have no suggested changes.

Please feel free to add any additional comments or questions in the space below.

I’m grateful for my graduate education at Tech and my comments do not apply to all faculty or to the department as a whole. But rather a few faculty make the concern serious enough and the department has yet to take the issues seriously enough to take more appropriate steps to resolve the problems.

As I near completion of my doctorate, I am simply thankful that I chose to attend TTU. The counseling psych faculty has been AWESOME.

Why can graduate students with teaching assignments park near their buildings? The standard parking that is available to us is not sufficient.

Overall, I have enjoyed and appreciated my experiences in this department.

I appreciate the survey and a chance to voice my opinions. Thank you!