<table>
<thead>
<tr>
<th>Program:</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Director/ Coordinator Name:</td>
<td>Dr. David L. Wolgin</td>
</tr>
<tr>
<td>Program Self-Study Contact:</td>
<td>Dr. David L. Wolgin</td>
</tr>
<tr>
<td>Self-Study Contact Email:</td>
<td><a href="mailto:wolgindl@fau.edu">wolgindl@fau.edu</a></td>
</tr>
<tr>
<td>Self-Study Contact Phone Number:</td>
<td>561/297-3366</td>
</tr>
</tbody>
</table>
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A. MISSION AND PURPOSE OF THE PROGRAM

The undergraduate programs in Psychology are designed to educate students in core areas of the field as well as in research methodology and statistical analysis, to promote critical thinking, and to strengthen oral and written communication skills through participation in didactic courses and directed independent study. The program is offered at the Boca Raton, Davie, and Jupiter campuses to facilitate student access. The graduate programs are designed to train students in Experimental Psychology and research methodology through participation in seminars, directed independent study and formal research projects. Areas of research specialization include Behavioral Neuroscience, Cognitive Psychology, Developmental Psychology, and Personality/Social Psychology. Graduates of the program are qualified for professional employment in academia, government and the private sector.

B. DATE AND DESCRIPTION OF LAST REVIEW OF THIS PROGRAM

The program was last evaluated internally in July 2009 under the direction of the previous Dean of the Charles E. Schmidt College of Science, Dr. Gary Perry. That review contained the following findings:

- Psychology is a popular major, but increases in enrollment growth have not been matched by increased funding.
- Psychology majors, both undergraduate and graduate, tend to be predominantly white and female.
- Students are achieving expected learning outcomes.
- Graduate students are finding employment in academia and in the public and private sector.
- Faculty teaching, research, and service productivity is high.
- Departmental goals and productivity are threatened by faculty attrition and reduced budgets.

In response to these findings, the following recommendations were made:

- Faculty at the partner campuses should be reassigned to the Boca campus to preserve the core mission of the program.
- Courses at the partner campuses should be offered on a rotating basis such that transfer students can complete the major in two years.
- To address increased enrollment growth, additional resources should be allocated to support undergraduate student advising.
- To address decreased university budgetary support, increased extramural funding should be sought to support research.

Major changes since the last review:

a) Although a Consolidation Plan was developed by the Department and approved by the Dean, the plan was not implemented because laboratory space on the Boca Raton campus for reassigned faculty could not be committed at that time. More recently, the University proposed creating campus-specific areas of specialization, spearheaded by the Jupiter Neuroscience Initiative. Dr. Robert Stackman, his graduate students and staff were relocated to the Jupiter campus to participate in this endeavor. At the administration’s invitation, the Department proposed a campus specialization at the Davie campus in Successful Aging to take advantage of the developmental interests of the faculty at that campus. So far, that proposal has not been approved.

b) Additional advisors were hired by the College of Science to service Psychology majors.

c) The percentage of faculty awarded extramural funding has increased from 31% in 2009 to 44% in 2014.
C. INSTRUCTION

C1. Baccalaureate Programs

Departmental Dashboard Indicators

The Department has established specific learning outcomes for each of its baccalaureate degree programs and regularly assesses how well students are achieving these goals. A summary of the learning outcomes, assessment methods and student performance during the 2013-14 academic year follows.

B.A. in Psychology

Outcome 1. Graduates in Psychology will understand basic concepts, theories, and experimental findings in four core areas of psychology (cognitive, developmental, social, and behavioral neuroscience). For each of the courses listed below, faculty teaching that course developed a master syllabus that includes student learning outcomes to be addressed in all sections of the course. The courses are Cognition (EXP3505), Psychology of Human Development (DEP3054), Social Psychology (SOP3004), and Biological Bases of Behavior (PSB3002). Exams in each of these courses include embedded items designed to specifically assess student achievement of the learning outcomes identified in the master syllabus. Students are not informed which exam items will be used for assessment purposes. For Cognition, Human Development, and Social Psychology, the criterion for success is 70% of the students correctly answering the embedded content knowledge assessment questions. For Biological Bases of Behavior, the faculty who teach the course set the criterion at 60%. For 2013-14, the percentage of students achieving these goals was 71% (Cognition), 77% (Human Development), 75% (Social) and 68% (Bio. Bases).

Outcome 2. Graduates in Psychology will demonstrate their ability to (1) enter data into a database, (2) select, plan and conduct appropriate statistical analyses on sets of data using computer software, and (3) communicate the scientific conclusions that may be drawn from appropriate statistical analyses in written, tabular, and graphical form following APA style. A master syllabus for STA3163L Intermediate Statistics Laboratory was developed containing specific guidance on both the content to be covered as well as what should be covered in a "final course project." This project requires students to conduct a set of appropriate statistical analyses on a set of data and to communicate in APA style the results of the analysis via written text, tables, and figures. The grading of the final project gives equal weight to both the inferential component and the descriptive component. The criterion for success is for at least 70% of the students in the course to achieve a grade of 70% or better on the inferential and descriptive components. For 2013-14, the percentage of students meeting this criterion on the inferential component (including t-tests, correlation, ANOVA) ranged from 73-86%. Data was not reported for student performance on the descriptive component.

Outcome 3. Graduates in Psychology will be able to produce writing that is grammatically correct, well organized, and properly formatted according to the APA Publication Manual. General writing ability is assessed as part of FAU’s "Gordon Rule." In addition, knowledge of APA style is assessed in a paper assigned in Research Methods in Psychology (PSY3213), a course required of all psychology majors. APA style includes reference formatting guidelines as well as guidelines for the use of specific terminology, grammatical structure, and other components of written communication for the dissemination of information within scientific psychology. Master syllabi were developed to ensure that the writing component constitutes a substantial portion of the course requirements. The criterion for success is for 70% of the students completing the Research Methods in Psychology (PSY 3213) course to earn a grade of at least 70% on the written component. For 2013-14, 81% of students met this criterion.

Outcome 4. Graduates in Psychology will use critical thinking to evaluate information and data related to behavioral and psychological processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) threats to the validity and reliability of observations, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of correlational and experimental data. Master syllabi for Research Methods in Psychology (PSY 3213) were developed, which cover these areas and specific exam questions were formulated to assess students’ understanding of scientific methodology, as articulated in the outcome description. The criterion for success is for at least 70% of students to answer these questions correctly. For 2013-14, the percentages for each area were as follows: nature of scientific explanation, 76%; threats to validity and reliability of observations, 86%; limitations of measurement scales, 68%; use of experimental and quasi-experimental designs to test hypotheses, 74%; proper interpretation of correlational and experimental data, 77%.
B.S. in Neuroscience and Behavior. This is a joint program with the Department of Biological Sciences. The following learning outcomes and assessment methods have been developed for this major.

**Outcome 1.** Graduates in Neuroscience and Behavior will understand basic concepts, theories and experimental findings in the core areas of psychobiology. Faculty teaching the core psychobiology course Biological Bases of Behavior (PSB3002) and Comparative Animal Behavior (CBH 4024) have developed master syllabi that include student learning outcomes to be addressed in all sections of these courses. Ongoing discussions are currently underway with the Dept. of Biological Sciences to create an appropriate master syllabus for Comparative Animal Physiology (PCB 4723). Exams in the core courses include (or will include) embedded items designed to specifically assess student achievement of the learning outcomes identified in the master syllabus. The criterion for success for students in Comparative Animal Behavior is to achieve scores of at least 70% correct on these items. For Biological Bases of Behavior, the goal is 60%. Data for this outcome were included in the assessment of students in the B.A. program in Psychology, who are also required to take this course. The faculty is discussing ways to analyze the data for students in the two programs independently.

**Outcome 2.** Graduates in Neuroscience and Behavior will demonstrate their ability to (1) enter data into a database, (2) select, plan and conduct appropriate statistical analyses on sets of data using computer software, and (3) communicate the scientific conclusions that may be drawn from appropriate statistical analyses in written, tabular, and graphical form following APA style. A master syllabus for STA3163L Intermediate Statistics Laboratory was developed containing specific guidance on both the content to be covered as well as what should be covered in a "final course project." This project requires students to conduct a set if appropriate statistical analyses on a set of data (including t-tests, correlation and ANOVA) and to communicate in APA style the results of the analysis via written text, tables, and figures. The grading of the final project gives equal weight to both the inferential component and the descriptive component. The criterion for success is for at least 70% of the students in the course to achieve a grade of 70% or better on the inferential and descriptive components. Data for this outcome were included in the assessment of students in the B.A. program in Psychology. The faculty is discussing ways to analyze the data for students in the two programs independently.

**Outcome 3.** Graduates in Neuroscience and Behavior will be able to produce writing that is grammatically correct, well organized, and properly formatted according to the American Psychological Association’s Publication Manual. General writing ability is assessed as part of FAU’s "Gordon Rule." In addition, knowledge of APA style is assessed in a paper assigned in Research Methods in Psychology (PSY3213), a course required of all psychology majors. APA style includes reference formatting guidelines as well as guidelines for the use of specific terminology, grammatical structure, and other components of written communication for the dissemination of information within scientific psychology. Master syllabi were developed to ensure that the writing component constitutes a substantial portion of the course requirements. The criterion for success is for 70% of the students completing the Research Methods in Psychology (PSY 3213) course to earn a grade of at least 70% on the written component. Data for this outcome were included in the assessment of students in the B.A. program in Psychology. The faculty is discussing ways to analyze the data for students in the two programs independently.

**Outcome 4.** Graduates in Neuroscience and Behavior will use critical thinking to evaluate information and data related to behavioral and psychological processes by applying basic principles of scientific methodology including (1) the nature of scientific explanations, (2) threats to the validity and reliability of observations, (3) the limitations of measurement scales, (4) the use of experimental and quasi-experimental designs to test hypotheses and (5) the proper interpretation of correlational and experimental data. Master syllabi for Research Methods in Psychology (PSY 3213) were developed, which cover these areas and embedded exam questions were formulated to assess students’ understanding of scientific methodology, as articulated in the outcome description. The criterion for success is for at least 70% of students to answer these questions correctly. Data for this outcome were included in the assessment of students in the B.A. program in Psychology. The faculty is discussing ways to analyze the data for students in the two programs independently.

**Use of Assessment Data for Program Improvement**

The faculty last reviewed the assessment data for the undergraduate degree programs at a Departmental retreat in August 2009. A number of problems in the collection of assessment data were identified, including uneven compliance, validity and reliability issues, and lack of standardization, and a plan was developed to improve the process. Because of these shortcomings, the Department decided it was premature to recommend changes in the curriculum at that time. Regarding the B.S. program, the Department voted to change the name from Psychobiology to Neuroscience and Behavior and to add a track in Cellular and Molecular Neuroscience. These changes have been implemented. During the 2012-2013 academic year, faculty in each of the core assessment areas (Behavioral Neuroscience, Cognition, Development, Social, and Research Methods) met to review the assessment data from their
courses and to recommend additional modifications in the process. Among the outcomes of these meetings was the decision to standardize the set of questions embedded in exams for assessment purposes. The Department is scheduled to discuss the implications of the assessment data for program improvement during the 2014-15 academic year.

**Review of Lower Level Prerequisite Courses**

The Department of Psychology offers one Intellectual Foundations Program (IFP) course, PSY 1012 General Psychology. The University’s Core Curriculum Committee has thoroughly reviewed IFP courses for compliance with State requirements per regulation 6.017. The University Undergraduate Programs Committee (UUPC) has recommended these courses for approval to the faculty senate and we fully expect that all courses will be approved at the next senate meeting.

**Admissions Criteria**

For both the B.A. in Psychology and the B.S. in Neuroscience and Behavior, incoming majors must meet admissions criteria established by the University, as described in the FAU catalog ([http://www.fau.edu/academic/registrar/FAUcatalog/admissions.php](http://www.fau.edu/academic/registrar/FAUcatalog/admissions.php)).

**Enrollment Information (headcount and SCH production)**

As shown in **Figure 1**, total headcount enrollment has increased about 75% over the past decade, primarily due to growth in the B.A. program in Psychology from 2007-2011 and in the B.S. program in Neuroscience and Behavior from 2009-2013. Enrollments in the B.S. program are expected to rise dramatically in the coming decade as more preprofessional students choose this major to help them prepare for the soon-to-be-added behavioral and social science subtest of the MCATs.

**Figure 1. Headcount Enrollment**

![Figure 1](image)

Data from Departmental Dashboard Indicators for majors enrolled in the B.A. program in Psychology (top table) and the B.S. program in Neuroscience and Behavior (previously named “Psychobiology”; bottom table) as well as data from the College of Science and the University as a whole are shown in **Table 1** below.
Data on annualized state-funded FTE (full time equivalents) for the B.A. program in Psychology are shown in Table 2 and Table 3 below. Data for the B.S. program in Neuroscience and Behavior were not available. For 2012-13, Psychology contributed about 20% of the FTE generated by the College of Science and about 5% of the FTE generated by the university. At the lower division, non-Psychology majors accounted for about 92% of the total FTE generated during that academic year. This figure represents student enrollment in General Psychology, the only lower division course offered by the Department. At the upper division level, non-Psychology majors accounted for about 38% of total FTE. Thus, Psychology courses at both the lower and upper divisions serve a significant number of students outside the Department and outside the College.
Table 3 Annualized State-Fundable FTE Produced In/Out Of Department or College

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Courses offered by:</th>
<th>Psychology</th>
<th>College of Science</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Lower Division Undergraduate</td>
<td>FTE produced by students who are:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Majors within the department</td>
<td></td>
<td>11.4</td>
<td>14.1</td>
<td>14.5</td>
</tr>
<tr>
<td>Majors outside the department, but within the college</td>
<td></td>
<td>37.7</td>
<td>44.0</td>
<td>43.5</td>
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<tr>
<td>Majors outside the college</td>
<td></td>
<td>121.0</td>
<td>120.2</td>
<td>120.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>170.1</td>
<td>178.4</td>
<td>178.6</td>
</tr>
<tr>
<td>Upper Division Undergraduate</td>
<td>FTE produced by students who are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Majors within the department</td>
<td></td>
<td>360.4</td>
<td>357.4</td>
<td>380.6</td>
</tr>
<tr>
<td>Majors outside the department, but within the college</td>
<td></td>
<td>85.6</td>
<td>115.0</td>
<td>127.7</td>
</tr>
<tr>
<td>Majors outside the college</td>
<td></td>
<td>112.7</td>
<td>109.8</td>
<td>101.5</td>
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<tr>
<td>Total</td>
<td></td>
<td>558.7</td>
<td>582.2</td>
<td>609.7</td>
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</table>

Average Class Size and Faculty/Student Ratio

Data on average class size and faculty/student ratio for the 2010-11, 2011-12, and 2012-13 academic years are presented in Table 4. A number of trends are evident. First, the average section size of lecture courses has steadily increased over this period and is higher than the average for both the College and for the University as a whole. Second, the percentage of those sections taught by faculty members is below the levels for the College and University. These trends are even more dramatic for lab courses, particularly regarding the percentage of sections taught by faculty. The Department has increasingly been relying on adjuncts and graduate teaching assistants to cover courses. To be credentialed to teach, students must have taken 18 credits of appropriate coursework in the area.
Table 4 Average Course Section Size and Percent of Sections Taught By Faculty

<table>
<thead>
<tr>
<th>Course Level Undergraduate</th>
<th>Type</th>
<th>Sections Offered</th>
<th>#</th>
<th># Enrolled</th>
<th>Avg Section Enrollment</th>
<th>Sections Faculty-Taught</th>
<th>#</th>
<th>%</th>
<th># Enrolled</th>
<th>Avg Section Enrollment</th>
<th>Sections Faculty-Taught</th>
<th>#</th>
<th>%</th>
<th># Enrolled</th>
<th>Avg Section Enrollment</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Lecture/Seminar</td>
<td>#</td>
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<td>Other Course Types</td>
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Curriculum

B.A. in Psychology

The B.A. program in Psychology began in 1964 in the College of Social Science and was transferred to the College of Science in 1968. Students in the program are required to complete at least 40 hours in college-level psychology course work of which at least 37 semester hours must be at the upper-division (3000-4000) level. Up to nine hours of lower-division psychology course work may be applied to the psychology major upon approval of the department.
Required Courses
Nine courses (25 credits) are required of all majors, one of which (PSY 1012 General Psychology) is at the lower division (see Table 5). These courses are designed to provide all students with exposure to the breadth of Experimental Psychology as well as fundamentals of research methodology and statistical analysis.

Table 5 General Psychology Requirements—25 credits

<table>
<thead>
<tr>
<th>Nine core courses are required of all majors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Human Development</td>
</tr>
<tr>
<td>Cognition</td>
</tr>
<tr>
<td>Biological Bases of Behavior 1</td>
</tr>
<tr>
<td>General Psychology</td>
</tr>
<tr>
<td>Research Methods in Psychology</td>
</tr>
<tr>
<td>Experimental Design and Statistical Inference</td>
</tr>
<tr>
<td>Social Psychology</td>
</tr>
<tr>
<td>Intermediate Statistics Lab</td>
</tr>
<tr>
<td>Laboratory in Psychology (see below)**</td>
</tr>
</tbody>
</table>

Psychology Laboratory Options: This requirement may be met by: a) Existing laboratory courses: DEP 4797C Human Development Lab; EXP 4934C Cognition Laboratory; PSB 3002L Computer Lab in Psychobiology; PSB 4004L Laboratory in Psychobiology; SOP 4230C Laboratory in Social Behavior; OR b) Special Topics laboratory courses – PSY 4930 Research in (Varied Topics); OR c) Upper-division Directed Independent Study laboratory courses (PSY 4906; requires memo from instructor certifying lab experience); OR d) an Honors Thesis (PSY 4970).

Elective Courses
A minimum of five additional courses (15 credits) is required as electives. They may be taken from the list of other courses offered within the department (see Table 6) and provide the opportunity to acquire greater depth of understanding in particular areas of the field.

Table 6 Psychology Elective Courses

<table>
<thead>
<tr>
<th>A minimum of five additional courses are to be selected from the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative Animal Behavior</td>
</tr>
<tr>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>Childhood Bilingualism</td>
</tr>
<tr>
<td>Personality and Social Development</td>
</tr>
<tr>
<td>Infant Development</td>
</tr>
<tr>
<td>Language Acquisition</td>
</tr>
<tr>
<td>Cognitive Development</td>
</tr>
<tr>
<td>Psychology of Adolescence</td>
</tr>
<tr>
<td>Human Development Laboratory</td>
</tr>
<tr>
<td>Auditory Perception</td>
</tr>
<tr>
<td>Music Perception and Cognition</td>
</tr>
<tr>
<td>Human Perception</td>
</tr>
<tr>
<td>Psychology of Motivation</td>
</tr>
<tr>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>Course Title</td>
</tr>
<tr>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>Human Memory</td>
</tr>
<tr>
<td>Psychology of Reading</td>
</tr>
<tr>
<td>Psychology of Language</td>
</tr>
<tr>
<td>Cognition Laboratory</td>
</tr>
<tr>
<td>Interpersonal Processes</td>
</tr>
<tr>
<td>Personality Theories</td>
</tr>
<tr>
<td>Experimental Studies of Personality</td>
</tr>
<tr>
<td>Computer Lab in Psychobiology</td>
</tr>
<tr>
<td>Laboratory in Psychobiology</td>
</tr>
<tr>
<td>Biological Bases of Behavior 2</td>
</tr>
<tr>
<td>Neuropsychology</td>
</tr>
<tr>
<td>Human Psychophysiology</td>
</tr>
<tr>
<td>Psychopharmacology</td>
</tr>
<tr>
<td>Developmental Psychobiology</td>
</tr>
<tr>
<td>Neurobiology of Learning and Memory</td>
</tr>
<tr>
<td>Biopsychology of Language</td>
</tr>
<tr>
<td>Biological Vision</td>
</tr>
<tr>
<td>University Honors Seminar in Psychology</td>
</tr>
<tr>
<td>Special Topics</td>
</tr>
<tr>
<td>Fractals in Psychology</td>
</tr>
<tr>
<td>Cooperative Education</td>
</tr>
<tr>
<td>Personality Test and Measurement</td>
</tr>
<tr>
<td>History and Systems of Psychology</td>
</tr>
<tr>
<td>Evolutionary Psychology</td>
</tr>
<tr>
<td>Advanced Evolutionary Psychology</td>
</tr>
<tr>
<td>Directed Independent Study*</td>
</tr>
<tr>
<td>Special Topics in Psychology</td>
</tr>
<tr>
<td>Honors Seminar</td>
</tr>
<tr>
<td>Honors Thesis**</td>
</tr>
<tr>
<td>Special Topics in Psychology</td>
</tr>
<tr>
<td>Psychology of Women</td>
</tr>
<tr>
<td>Social Behavior Laboratory</td>
</tr>
<tr>
<td>Current Issues in Social Psychology</td>
</tr>
<tr>
<td>Individuals in Modern Culture</td>
</tr>
<tr>
<td>Intra- and Intergroup Processes</td>
</tr>
<tr>
<td>Social Cognition</td>
</tr>
</tbody>
</table>

* Maximum of 3 credits of Directed Independent Study may be counted as a psychology elective for the major.
** Enrollment in Honors Thesis and Seminar is limited to students in the Honors Program.
Cognate Area Requirements
All students must have six credits of Biological Science (to be chosen from BSC 1010, BSC 1011, BSC 2085, BSC 2086 or equivalents) and six credits of Mathematics at the level of college algebra or higher (in addition to statistics). Table 7 lists the math courses that meet the mathematics graduation requirement for the B.A. in psychology.

Table 7 Mathematics Course Options

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Algebra</td>
<td>MAC 1105</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>MAC 1114</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Calculus Algebra</td>
<td>MAC 1140</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Calculus Algebra and Trigonometry</td>
<td>MAC 1147</td>
<td>4 or 5</td>
</tr>
<tr>
<td>Methods of Calculus</td>
<td>MAC 2233</td>
<td>3</td>
</tr>
<tr>
<td>Calculus for Engineers 1</td>
<td>MAC 2281</td>
<td>4</td>
</tr>
<tr>
<td>Calculus for Engineers 2</td>
<td>MAC 2282</td>
<td>4</td>
</tr>
<tr>
<td>Calculus with Analytic Geometry 1</td>
<td>MAC 2311</td>
<td>4</td>
</tr>
<tr>
<td>Calculus with Analytic Geometry 2</td>
<td>MAC 2312</td>
<td>4</td>
</tr>
<tr>
<td>Calculus with Analytic Geometry 3</td>
<td>MAC 2313</td>
<td>4</td>
</tr>
<tr>
<td>Fractals in Psychology</td>
<td>PSY 3502</td>
<td>3</td>
</tr>
</tbody>
</table>

Honors Program
The Honors Program was instituted in 1989. Students may apply to the program after completion of 60 credit hours and prior to the completion of 105 hours. Students must have a grade point average of 3.2 overall and in Psychology for all college-level coursework to be admitted to and be retained in the program. Students in the Honors Program must take Honors Seminar (PSY 4932) and 3 credits of Honors Thesis/Project (PSY 4970).

Comparison to SUS and Peer Programs
Other universities in the State University System (e.g., University of Florida, Florida International University, Florida State University), several of FAU’s peer institutions (e.g., Old Dominion University, Virginia Commonwealth University) and several of the Department's aspirational peers (e.g., University of Missouri, University of California, Santa Barbara and Davis) have similar requirements for their undergraduates programs in Psychology, including courses designed to provide breadth of exposure to the field, courses in research methodology and statistical analysis, elective courses to provide depth of training, and cognate requirements in Biological Science and Mathematics.
B.S. in Neuroscience and Behavior
The B.S. program in Neuroscience and Behavior dates to the mid-1990s and was originally termed the Program in Psychobiology. It is jointly offered by the Department of Psychology and the Department of Biological Sciences.

Required Courses
In addition to satisfying all general University and College requirement, majors in this program are required to take all of the courses listed in Table 8 below.

Table 8 Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry 1</td>
<td>BCH 3033</td>
<td>3</td>
</tr>
<tr>
<td>Biological Principles</td>
<td>BSC 1010</td>
<td>3</td>
</tr>
<tr>
<td>Biological Principles Lab</td>
<td>BSC 1010L</td>
<td>1</td>
</tr>
<tr>
<td>Biodiversity</td>
<td>BSC 1011</td>
<td>3</td>
</tr>
<tr>
<td>Biodiversity Lab</td>
<td>BSC 1011L</td>
<td>1</td>
</tr>
<tr>
<td>Comparative Animal Behavior</td>
<td>CBH 4024</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry 1</td>
<td>CHM 2045</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry 1 Lab</td>
<td>CHM 2045L</td>
<td>1</td>
</tr>
<tr>
<td>General Chemistry 2</td>
<td>CHM 2046</td>
<td>3</td>
</tr>
<tr>
<td>General Chemistry 2 Lab</td>
<td>CHM 2046L</td>
<td>1</td>
</tr>
<tr>
<td>Organic Chemistry 1</td>
<td>CHM 2210</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry 2</td>
<td>CHM 2211</td>
<td>3</td>
</tr>
<tr>
<td>Organic Chemistry 2 Lab</td>
<td>CHM 2211L</td>
<td>2</td>
</tr>
<tr>
<td>Math through Calculus</td>
<td>MAC 2233, 2281, 2282, 2311, 2312 or 2313</td>
<td>3</td>
</tr>
<tr>
<td>Genetics</td>
<td>PCB 3063</td>
<td>4</td>
</tr>
<tr>
<td>General Physics 1 and 2* or College Physics 1 and 2*</td>
<td>PHY 2048 and PHY 2049 or PHY 2053 and PHY 2054</td>
<td>8</td>
</tr>
<tr>
<td>Biological Bases of Behavior 1</td>
<td>PSB 3002</td>
<td>3</td>
</tr>
<tr>
<td>General Psychology</td>
<td>PSY 1012</td>
<td>3</td>
</tr>
<tr>
<td>Research Methods in Psychology</td>
<td>PSY 3213</td>
<td>3</td>
</tr>
<tr>
<td>Experimental Design and Statistical Inference</td>
<td>PSY 3234</td>
<td>3</td>
</tr>
<tr>
<td>Intermediate Statistics Lab</td>
<td>STA 3163L</td>
<td>1</td>
</tr>
</tbody>
</table>
Elective Courses
In addition, students are required to complete a minimum of 12 elective credits from one of three areas of concentration: Ethology/Comparative Psychology, Behavioral Neuroscience, or Cellular Molecular Neuroscience. Courses in each of these areas are listed in Table 9 below.

Table 9 Elective Courses

<table>
<thead>
<tr>
<th>Ethology/Comparative Psychology</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Motivation</td>
<td>EXP 4304</td>
<td>3</td>
</tr>
<tr>
<td>Marine Biology</td>
<td>OCB 4043</td>
<td>2</td>
</tr>
<tr>
<td>Marine Biology Field Studies and Lab</td>
<td>OCB 4043L</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Ecology</td>
<td>PCB 4043</td>
<td>3</td>
</tr>
<tr>
<td>Evolution</td>
<td>PCB 4674</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Animal Physiology</td>
<td>PCB 4723</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Animal Physiology Lab</td>
<td>PCB 4723L</td>
<td>1</td>
</tr>
<tr>
<td>Computer Laboratory in Psychobiology</td>
<td>PSB 3002L</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory in Psychobiology</td>
<td>PSB 4004L</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychobiology</td>
<td>PSB 4504</td>
<td>3</td>
</tr>
<tr>
<td>Invertebrate Zoology</td>
<td>ZOO 2203</td>
<td>3</td>
</tr>
<tr>
<td>Invertebrate Zoology Lab</td>
<td>ZOO 2203L</td>
<td>2</td>
</tr>
<tr>
<td>Functional Biology of Marine Animals</td>
<td>ZOO 4402</td>
<td>3</td>
</tr>
<tr>
<td>Functional Biology of Marine Animals Lab</td>
<td>ZOO 4402L</td>
<td>1</td>
</tr>
<tr>
<td>Ornithology</td>
<td>ZOO 4472</td>
<td>2</td>
</tr>
<tr>
<td>Ornithology Lab</td>
<td>ZOO 4472L</td>
<td>2</td>
</tr>
<tr>
<td>Comparative Vertebrate Morphogenesis</td>
<td>ZOO 4690</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Vertebrate Morphogenesis Lab</td>
<td>ZOO 4690L</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavioral Neuroscience</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory Perception</td>
<td>EXP 4120</td>
<td>3</td>
</tr>
<tr>
<td>Human Perception</td>
<td>EXP 4204</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Animal Physiology</td>
<td>PCB 4723</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Animal Physiology Lab</td>
<td>PCB 4723L</td>
<td>1</td>
</tr>
<tr>
<td>Computer Laboratory in Psychobiology</td>
<td>PSB 3002L</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory in Psychobiology</td>
<td>PSB 4004L</td>
<td>3</td>
</tr>
<tr>
<td>Biological Bases of Behavior II</td>
<td>PSB 4006</td>
<td>3</td>
</tr>
<tr>
<td>Neuropsychology</td>
<td>PSB 4240</td>
<td>3</td>
</tr>
<tr>
<td>Human Psychophysiology</td>
<td>PSB 4323</td>
<td>3</td>
</tr>
<tr>
<td>Psychopharmacology</td>
<td>PSB 4444</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Psychobiology</td>
<td>PSB 4504</td>
<td>3</td>
</tr>
<tr>
<td>Neurobiology of Learning and Memory</td>
<td>PSB 4810</td>
<td>3</td>
</tr>
<tr>
<td>Biopsychology of Language</td>
<td>PSB 4833</td>
<td>3</td>
</tr>
<tr>
<td>Developmental Neurobiology</td>
<td>PSB 6515</td>
<td>3</td>
</tr>
</tbody>
</table>
Due to the problem of faculty attrition, it has become increasingly difficult to offer sufficient courses in each area to meet student needs. Therefore, the Departments recently proposed modifying the requirements to allow students to take elective credits across the areas of concentration. The proposed change has recently been approved by the Faculty Assembly and will be implemented next year.

**Comparison to SUS and Peer Programs**

In the State University System (SUS), the University Florida offers an interdisciplinary program in Neurobiological Sciences for students interested in Neuroscience. This program has much in common with our program in Neuroscience and Behavior, including basic courses in Biology, Chemistry and Physics, as well as elective courses from three tracks (Cellular & Molecular Neuroscience, Behavioral Neuroscience, and Cognitive Neuroscience). In addition, however, majors in this program are required to complete 7-12 credits of supervised research, culminating in a senior thesis. Neither Florida State University nor Florida International University offers an interdisciplinary program in Neuroscience and Behavior. Among FAU’s peer institutions, neither Virginia Commonwealth University nor Old Dominion University offers a comparable program. Three of the Department's aspirational peers (University of Missouri, University of California, Santa Barbara and Davis) have B.S. programs with an emphasis in Neuroscience/Biopsychology and strong science requirements.

**Description of Internships, Practicum, Study Abroad, Field Experiences**

Students have the opportunity to take Cooperative Education and Study Abroad credits through the Psychology Department. The cooperative education/internship coursework is offered in collaboration with the Career Development Center (CDC). Students have the opportunity to work with employers who list job openings with the CDC or to seek positions independently, subject to approval by the CDC and the Department. The Department’s Cooperative Education course offers students the opportunity to gain paid experience in a variety of Psychology- or Neuroscience-related settings. Students may choose to participate in Study Abroad opportunities through university-approved programs.

**Pedagogy/Pedagogical Innovations**

Faculty in the Department of Psychology have incorporated various pedagogical innovations into their courses to increase student success. For example, in General Psychology, I>Clickers are used to encourage student involvement in the classroom. Several professors have taught e-learning courses (e.g., Abnormal Psychology) to increase student access. Other innovations employed in the classroom to enhance interest in the material include in-class videos and (student participant) demonstrations, online study guides and quizzes, a YouTube site with faculty-edited copies of psychology based Hollywood films, and online self-experimentation through the APA OPL site (http://opl.apa.org/). The use of online experiments allow students to actively participate in research-based courses. In addition, some faculty have participated in Faculty Learning Communities to enhance teaching in both large classes and smaller laboratory-based psychology sections. Others have applied for and received technology fee grants to enhance the quality of instruction. Such funding has been used to upgrade departmental computer labs and to purchase eye tracking equipment, life-logging cameras, and virtual reality software used by undergraduate students taking Directed Independent Study.

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<table>
<thead>
<tr>
<th><strong>Cellular Molecular Neuroscience</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cellular Neuroscience and Disease* or</td>
</tr>
<tr>
<td>Practical Cell Neuroscience*</td>
</tr>
<tr>
<td>Human Morphology and Function 1</td>
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<td>Human Morphology and Function 1 Lab</td>
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<tr>
<td>Human Morphology and Function 2</td>
</tr>
<tr>
<td>Human Morphology and Function 2 Lab</td>
</tr>
<tr>
<td>Molecular and Cell Biology</td>
</tr>
<tr>
<td>Comparative Animal Physiology</td>
</tr>
<tr>
<td>Comparative Animal Physiology Lab</td>
</tr>
<tr>
<td>Neurobiology of Learning and Memory</td>
</tr>
</tbody>
</table>
Contributions to University-Wide Instructional Mission

The Department contributes to the university’s lower division Intellectual Foundations Program through General Psychology (PSY 1012), which may be taken to satisfy the Foundations of Society and Human Behavior general education requirement. To meet student demand, at least four sections of General Psychology are offered on the Boca Raton campus during the fall and spring semesters and two sections are offered in the summer. In addition, the Department collaborates with other University departments to provide educational opportunities for undergraduates. For example, the Department contributes to the University Honors Program by offering at least one section of Honors General Psychology per year. This Honors section also serves as an approved course under the Writing Across the Curriculum program. Similarly, Experimental Design and Statistical Inference (PSY 3234), one of the core requirements for the B.A. and B.S. programs in Psychology, also serves as a “service course” for students majoring in Nursing, Biological Sciences, and Sociology, for whom it is a requirement. In collaboration with the Department of Counselor Education, Psychology has recently gained approval for a certificate program in Applied Mental Health Services. This program is designed to provide students who have an interest in clinical psychology or mental health counseling with a curriculum that will prepare them more fully for their future educational and career experiences. Finally, the B.S. in Neuroscience and Behavior, although administratively housed in the Department of Psychology, is a joint program with the Department of Biological Sciences.

Student Profile

Student Diversity

Data summarizing the gender and ethnicity of undergraduate students in the B.A. program in Psychology and the B.S. program in Neuroscience and Behavior for 2011-12 and 2012-13 are provided in Table 10 and Table 11 below. A graphic summary of the data for the 2012-13 academic year is presented in Figure 2. About 3% of the students were Asian, 19% Black, 27% Hispanic, and 47% White. These data are similar to those for the university as a whole. However, about 77% of Psychology majors were female and 23% male, whereas for the university as a whole, the distribution was 57% female and 43% male.
<table>
<thead>
<tr>
<th>Undergraduate</th>
<th>American Indian/Alaskan Native</th>
<th>General Psychology</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
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<td>7</td>
<td>23</td>
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<tr>
<td></td>
<td>Male</td>
<td>0</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5</td>
<td>7</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Asian or Pacific Islander</td>
<td>Female</td>
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<td>35</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>21</td>
<td>15</td>
<td>145</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>55</td>
<td>50</td>
<td>392</td>
</tr>
<tr>
<td></td>
<td>Black (Not of Hispanic Origin)</td>
<td>Female</td>
<td>197</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>75</td>
<td>65</td>
<td>334</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>272</td>
<td>293</td>
<td>1,103</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>Female</td>
<td>326</td>
<td>322</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>81</td>
<td>90</td>
<td>435</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>407</td>
<td>412</td>
<td>1,387</td>
</tr>
<tr>
<td></td>
<td>White (Not of Hispanic Origin)</td>
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<td>569</td>
<td>546</td>
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<tr>
<td></td>
<td>Male</td>
<td>185</td>
<td>173</td>
<td>956</td>
</tr>
<tr>
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<td>Total</td>
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<td>719</td>
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</tr>
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<td>Non-Resident Alien</td>
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<td>24</td>
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<tr>
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<td>3</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>24</td>
<td>27</td>
<td>117</td>
</tr>
<tr>
<td></td>
<td>Not Reported</td>
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<td>8</td>
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<tr>
<td></td>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>5</td>
<td>9</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Female</td>
<td>1,156</td>
<td>1,170</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>366</td>
<td>347</td>
<td>1,930</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>1,522</td>
<td>1,517</td>
<td>5,617</td>
</tr>
</tbody>
</table>
Table 11 Neuroscience and Behavior Majors Enrolled (Annual Headcount) By Gender and Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Neuroscience &amp; Behavior</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2011-2012</td>
<td>2012-2013</td>
<td>2012-2013</td>
</tr>
<tr>
<td>Undergraduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>5</td>
<td>36</td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>9</td>
<td>15</td>
<td>247</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>7</td>
<td>145</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>22</td>
<td>392</td>
</tr>
<tr>
<td>Black (Not of Hispanic Origin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>27</td>
<td>47</td>
<td>769</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>7</td>
<td>334</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>54</td>
<td>1,103</td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>70</td>
<td>952</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>15</td>
<td>435</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
<td>85</td>
<td>1,387</td>
</tr>
<tr>
<td>White (Not of Hispanic Origin)</td>
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</tr>
<tr>
<td>Female</td>
<td>67</td>
<td>95</td>
<td>1,576</td>
</tr>
<tr>
<td>Male</td>
<td>28</td>
<td>34</td>
<td>956</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
<td>129</td>
<td>2,532</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>4</td>
<td>1</td>
<td>87</td>
</tr>
<tr>
<td>Male</td>
<td>2</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
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<td>117</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>151</td>
<td>235</td>
<td>3,687</td>
</tr>
<tr>
<td></td>
<td>47</td>
<td>66</td>
<td>1,930</td>
</tr>
<tr>
<td></td>
<td>198</td>
<td>301</td>
<td>5,617</td>
</tr>
</tbody>
</table>
Scholarly Activity
Undergraduate students engage in scholarly activity by participating in Directed Independent Study (DIS) and by conducting research for Honors theses. Examples of student research topics are shown in Table 12.

Table 12 DIS Research Topics

<table>
<thead>
<tr>
<th>DIS Topic</th>
<th>Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multisensory Perception</td>
<td>Barenholtz</td>
</tr>
<tr>
<td>Number Estimation</td>
<td>Bjorklund</td>
</tr>
<tr>
<td>Intrasexual Selection</td>
<td>Bjorklund</td>
</tr>
<tr>
<td>Bilingual Development</td>
<td>Hoff</td>
</tr>
<tr>
<td>Multi-Sensory Integration</td>
<td>Hong</td>
</tr>
<tr>
<td>Alcohol Addiction</td>
<td>Hughes</td>
</tr>
<tr>
<td>Mother-Infant Bonding</td>
<td>Jones</td>
</tr>
<tr>
<td>Pregnancy, Stress and Emotions</td>
<td>Jones</td>
</tr>
<tr>
<td>Person Identification</td>
<td>Kersten</td>
</tr>
<tr>
<td>Event Memory</td>
<td>Kersten</td>
</tr>
<tr>
<td>Perceptual Development in Infancy</td>
<td>Lewkowicz</td>
</tr>
<tr>
<td>Social Dynamics</td>
<td>Nowak</td>
</tr>
<tr>
<td>Cognition and Aggression</td>
<td>Perry</td>
</tr>
<tr>
<td>Situations and Mindfulness</td>
<td>Sherman</td>
</tr>
<tr>
<td>Stress, Anxiety and Brain SK Channels</td>
<td>Stackman</td>
</tr>
<tr>
<td>Hippocampal Memory</td>
<td>Stackman</td>
</tr>
<tr>
<td>Dynamical Social Psychology</td>
<td>Vallacher</td>
</tr>
<tr>
<td>Neuroanatomy</td>
<td>Vertes</td>
</tr>
</tbody>
</table>
The number of students enrolled in DIS and Honors Thesis over the past five years is shown in Figure 3.

**Figure 3. Number of Students Enrolled in Directed Independent Study and Honors Thesis**

During this period, total headcount enrollment grew from about 1400 to about 1900. Thus, relatively few students participated in research. The lack of growth was undoubtedly due, at least in part, to the loss of six tenure track faculty members during this period.

**Scholarships and Assistantships**
The percentage of students receiving need-based federal Pell Grants during the period 2009-2013 is shown in Table 13 below.

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30.9</td>
<td>39.1</td>
<td>45.7</td>
<td>48.5</td>
<td>48.2</td>
</tr>
</tbody>
</table>

In addition, the Department awards two endowed scholarships each year to deserving undergraduate students, the Susan Dewar Award ($500.00) and the Lisa Pollack Award ($1000.00). Both of these have GPA requirements; the Lisa Pollack scholarship is also based on need.

**Advising**
During their first two years, all students receive academic advising centrally through University Advising Services. Thereafter, advising is provided by professional staff in the Office of Student Services in the College of Science. Advisement regarding graduate school and post-graduation employment is provided by the Department’s Undergraduate Coordinator.

**Placement Rates/Employment Profile**
The Department does not have the resources to track placement rates or employment details. The university administers an exit survey to graduating seniors, but the rate of participation is too low for the data to be considered representative. Data for 2012-13 are presented in Table 14 below.
Table 14 Plans After Graduation

What will be your primary activity after graduation?

<table>
<thead>
<tr>
<th>Activity</th>
<th># Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>42</td>
<td>37.5</td>
</tr>
<tr>
<td>Serving in the military</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Volunteer work (Peace Corp/Americorps, other volunteer work)</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Preparing for certification in my field</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Pursuing graduate/professional education</td>
<td>57</td>
<td>50.9</td>
</tr>
<tr>
<td>Pursuing a second undergraduate degree</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Marriage, starting and raising a family</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>All</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

What are your plans for employment?

<table>
<thead>
<tr>
<th>Plan</th>
<th># Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am looking for a job</td>
<td>27</td>
<td>24.1</td>
</tr>
<tr>
<td>I plan to continue in my current job</td>
<td>12</td>
<td>10.7</td>
</tr>
<tr>
<td>I have accepted employment after graduation</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>No Response</td>
<td>70</td>
<td>62.5</td>
</tr>
<tr>
<td>All</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

If you are currently employed or will soon be, is the job related to your degree field?

<table>
<thead>
<tr>
<th>Related to degree field</th>
<th># Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, directly related</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td>Yes, somewhat related</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>Not related</td>
<td>9</td>
<td>8.0</td>
</tr>
<tr>
<td>No Response</td>
<td>97</td>
<td>86.6</td>
</tr>
<tr>
<td>All</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

What are your plans for graduate or professional school? (either full or part-time attendance)

<table>
<thead>
<tr>
<th>Plan</th>
<th># Responses</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have been admitted to one or more schools and selected a school to attend</td>
<td>11</td>
<td>9.8</td>
</tr>
<tr>
<td>I plan to apply within the next two years</td>
<td>74</td>
<td>66.1</td>
</tr>
<tr>
<td>I may attend sometime in the future</td>
<td>22</td>
<td>19.6</td>
</tr>
<tr>
<td>I do not intend to pursue graduate or professional education</td>
<td>5</td>
<td>4.5</td>
</tr>
<tr>
<td>All</td>
<td>112</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Retention and Graduation Rates
Selected retention and graduation data for First-Time-In-College (FTIC) students who entered FAU between 2000-2012 are shown in Table 15. Using the 2007 cohort as an example, about 20% of the students left the university after two years. This number doubled to about 40% in the sixth year. Only 47% of students in this cohort graduated from FAU or another SUS institution by the sixth year.
Table 15 Data for FTIC Students in the Second, Fourth and Sixth Year

<table>
<thead>
<tr>
<th>Outcomes through year</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>(\text{Entering Year})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
<td>110</td>
<td>115</td>
<td>102</td>
<td>126</td>
<td>140</td>
<td>159</td>
<td>137</td>
<td>156</td>
<td>200</td>
<td>184</td>
<td>214</td>
<td>279</td>
<td>220</td>
</tr>
<tr>
<td>%</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Graduate @ FAU</td>
<td>#</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.6</td>
<td>-</td>
<td>-</td>
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<td>0.5</td>
<td>0.5</td>
<td>0.7</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate @ other SUS Institution</td>
<td>#</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Persist</td>
<td>#</td>
<td>79</td>
<td>77</td>
<td>76</td>
<td>95</td>
<td>103</td>
<td>121</td>
<td>105</td>
<td>122</td>
<td>161</td>
<td>158</td>
<td>171</td>
<td>218</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
<td>71.8</td>
<td>67.0</td>
<td>74.5</td>
<td>75.4</td>
<td>73.6</td>
<td>76.1</td>
<td>76.6</td>
<td>78.2</td>
<td>80.5</td>
<td>85.9</td>
<td>79.9</td>
<td>78.1</td>
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<td>-</td>
</tr>
<tr>
<td>Transfer to other SUS</td>
<td>#</td>
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<td>6</td>
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<td>3</td>
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<td>5</td>
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<td>5</td>
<td>9</td>
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<td>5.2</td>
<td>2.0</td>
<td>2.4</td>
<td>0.7</td>
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<td>1.9</td>
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<td>2.2</td>
<td>2.3</td>
<td>3.2</td>
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</tr>
<tr>
<td>Leave</td>
<td>#</td>
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<td>24</td>
<td>28</td>
<td>36</td>
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<td>-</td>
</tr>
<tr>
<td>%</td>
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<td>27.8</td>
<td>23.5</td>
<td>22.2</td>
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<td>20.1</td>
<td>21.2</td>
<td>19.9</td>
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</table>

<table>
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<th>Outcomes through year</th>
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<th>2002</th>
<th>2003</th>
<th>2004</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
<td>110</td>
<td>115</td>
<td>102</td>
<td>126</td>
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<td>137</td>
<td>156</td>
<td>200</td>
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<td></td>
</tr>
<tr>
<td>Graduate @ FAU</td>
<td>#</td>
<td>13</td>
<td>22</td>
<td>17</td>
<td>20</td>
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<td>25</td>
<td>35</td>
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<td>-</td>
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<tr>
<td>%</td>
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<td>19.1</td>
<td>16.7</td>
<td>15.9</td>
<td>17.1</td>
<td>18.9</td>
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<tr>
<td>Graduate @ other SUS Institution</td>
<td>%</td>
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<td>Leave</td>
<td>#</td>
<td>40</td>
<td>52</td>
<td>31</td>
<td>53</td>
<td>54</td>
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<td>61</td>
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<tr>
<td>%</td>
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<td>30.4</td>
<td>42.1</td>
<td>38.6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes through year</th>
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<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
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<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>(\text{Entering Year})</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
<td>110</td>
<td>115</td>
<td>102</td>
<td>126</td>
<td>140</td>
<td>159</td>
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<td>156</td>
<td>200</td>
<td>184</td>
<td>214</td>
<td>279</td>
<td>220</td>
<td>(\text{Entering Year})</td>
</tr>
<tr>
<td>%</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
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<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Graduate @ FAU</td>
<td>#</td>
<td>40</td>
<td>39</td>
<td>41</td>
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<td>56</td>
<td>74</td>
<td>63</td>
<td>61</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
<td>36.4</td>
<td>33.9</td>
<td>40.2</td>
<td>37.3</td>
<td>40.0</td>
<td>46.5</td>
<td>46.0</td>
<td>39.1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Graduate @ other SUS Institution</td>
<td>%</td>
<td>11.0</td>
<td>7.8</td>
<td>6.9</td>
<td>4.8</td>
<td>6.4</td>
<td>8.2</td>
<td>4.4</td>
<td>7.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Persist</td>
<td>#</td>
<td>13</td>
<td>10</td>
<td>10</td>
<td>13</td>
<td>12</td>
<td>9</td>
<td>18</td>
<td>16</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
<td>11.8</td>
<td>8.7</td>
<td>9.8</td>
<td>10.3</td>
<td>8.6</td>
<td>5.7</td>
<td>13.1</td>
<td>10.3</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Transfer to other SUS</td>
<td>#</td>
<td>-</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
<td>-</td>
<td>3.5</td>
<td>3.9</td>
<td>1.6</td>
<td>2.1</td>
<td>2.5</td>
<td>0.7</td>
<td>3.2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Leave</td>
<td>#</td>
<td>46</td>
<td>53</td>
<td>40</td>
<td>58</td>
<td>60</td>
<td>59</td>
<td>49</td>
<td>62</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>%</td>
<td>41.8</td>
<td>46.1</td>
<td>39.2</td>
<td>46.0</td>
<td>42.9</td>
<td>37.1</td>
<td>35.8</td>
<td>39.7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
Selected retention and graduation data for transfer students during this period are shown in Table 16. Again using the 2007 cohort as an example, 16% of the students left the university after two years. This number increased to about 27% in the sixth year. Seventy-one percent of students in this cohort graduated from FAU or another SUS institution by the sixth year. Thus, the six-year graduation rate for transfer students is much higher than for FTIC students.

Table 16 Data for Transfer Students in the Second, Fourth and Sixth Year

<table>
<thead>
<tr>
<th>Outcomes through year</th>
<th>Entering Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
</tr>
<tr>
<td>Graduate @ FAU</td>
<td>#</td>
</tr>
<tr>
<td>Graduate @ other SUS Institution</td>
<td>#</td>
</tr>
<tr>
<td>Persist</td>
<td>#</td>
</tr>
<tr>
<td>Transfer to other SUS</td>
<td>#</td>
</tr>
<tr>
<td>Leave</td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes through year</th>
<th>Entering Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
</tr>
<tr>
<td>Graduate @ FAU</td>
<td>#</td>
</tr>
<tr>
<td>Graduate @ other SUS Institution</td>
<td>#</td>
</tr>
<tr>
<td>Persist</td>
<td>#</td>
</tr>
<tr>
<td>Transfer to other SUS</td>
<td>#</td>
</tr>
<tr>
<td>Leave</td>
<td>#</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes through year</th>
<th>Entering Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>#</td>
</tr>
<tr>
<td>Graduate @ FAU</td>
<td>#</td>
</tr>
<tr>
<td>Graduate @ other SUS Institution</td>
<td>#</td>
</tr>
<tr>
<td>Persist</td>
<td>#</td>
</tr>
<tr>
<td>Transfer to other SUS</td>
<td>#</td>
</tr>
<tr>
<td>Leave</td>
<td>#</td>
</tr>
</tbody>
</table>
The number of baccalaureate degrees awarded between 2002-2014 is shown in Table 17 below. The total number of degrees awarded during this period grew by 278%.

Table 17 B.A. and B.S. Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>125.5</td>
<td>172.5</td>
<td>200.0</td>
<td>223.0</td>
<td>217.5</td>
<td>220.0</td>
<td>223.5</td>
<td>232.5</td>
<td>220.5</td>
<td>243.0</td>
<td>298.5</td>
<td>288.0</td>
<td>306.5</td>
<td>2,971.0</td>
</tr>
<tr>
<td>BS</td>
<td>10.0</td>
<td>2.5</td>
<td>15.0</td>
<td>15.0</td>
<td>22.0</td>
<td>25.5</td>
<td>26.5</td>
<td>20.0</td>
<td>18.5</td>
<td>24.5</td>
<td>34.5</td>
<td>41.0</td>
<td>70.0</td>
<td>319.0</td>
</tr>
<tr>
<td>All</td>
<td>135.5</td>
<td>175.0</td>
<td>215.0</td>
<td>238.0</td>
<td>239.5</td>
<td>245.5</td>
<td>244.0</td>
<td>252.5</td>
<td>239.0</td>
<td>267.5</td>
<td>333.0</td>
<td>329.0</td>
<td>376.5</td>
<td>3,290.0</td>
</tr>
</tbody>
</table>

Student Recruitment
The Department has a number of tools to reach out to prospective majors. These include a departmental web site (http://www.psy.fau.edu), a Psychology Club, a chapter of Psi Chi, the Psychology Honor Society, presentations by faculty members at local high schools, and providing opportunities for high school students to participate in research projects. Recently the Department participated in the Expo hosted by FAU to attract high school students by showcasing research on visual illusions.

C2. Graduate Programs

Departmental Dashboard Indicators

Ph.D. in Psychology

Outcome 1. Graduates will understand and critically evaluate the scientific literature in the core areas of Experimental Psychology. The first draft of the Doctoral dissertation is evaluated independently by each member of the dissertation committee using a 3-point scale (1=below expectations, 2= meets expectations, 3= exceeds expectations) to assess (a) the student’s ability to summarize and evaluate past literature on the topic; (b) the student’s ability to interpret the literature in terms of central conceptual themes in the area; and (c) whether the student’s research questions have the potential to make a significant contribution to the field. The criterion for success is that at least 70% of students achieve a mean rating of 2 (meets expectations) or higher. For 2013-14, all six Ph.D. students achieved this goal.

Outcome 2. Graduates will demonstrate competence in applying the scientific method. The Doctoral dissertation proposal is evaluated independently by each member of the dissertation committee using a 3-point scale (1=below expectations, 2= meets expectations, 3= exceeds expectations) to assess (a) the degree to which key research questions have been successfully operationalized in the proposed study; (b) the appropriateness of the proposed methodology and the quality of the data to be collected for the type of research the student intends to conduct; and (c) the appropriateness and quality of the proposed statistical analyses. The criterion for success is that at least 70% of students will achieve a mean rating of 2 (meets expectations) or higher. For 2013-14, all students achieved this goal.

Outcome 3. Graduates will be qualified for professional employment in academia, government, or the private sector.
The criterion for success is that 70% of students who apply for professional positions will be hired. At this time, data is available on two of six students who completed their doctoral degree this academic year. One accepted a postdoctoral position and the other accepted a professional position.
M.A. in Psychology

Outcome 1. Graduates will understand and critically evaluate the scientific literature in the core areas of Experimental Psychology. The first draft of the Masters thesis is evaluated independently by each member of the thesis committee using a 3-point scale (1=below expectations, 2=meets expectations, 3=exceeds expectations), to assess (a) the student’s ability to summarize and evaluate past literature on the topic; (b) the student’s ability to interpret the literature in terms of central conceptual themes in the area; and (c) whether the student’s research questions have the potential to make a significant contribution to the field. The criterion for success is that at least 70% of students achieve a mean rating of 2 (meets expectations) or higher. For 2013-14, all eight of the M.A. students achieved this goal.

Outcome 2. Graduates will demonstrate competence in applying the scientific method. The Masters thesis proposal is evaluated independently by each member of the thesis committee using a 3-point scale (1=below expectations, 2=meets expectations, 3=exceeds expectations), to assess (a) the degree to which key research questions have been successfully operationalized in the proposed study; (b) the appropriateness of the proposed methodology and the quality of the data to be collected for the type of research the student intends to conduct; and (c) the appropriateness and quality of the proposed statistical analysis. The criterion for success is that at least 70% of students will achieve a mean rating of 2 (meets expectations) or higher. For 2013-14, all students achieved this goal.

Outcome 3. Graduates will be qualified for admission to doctoral programs or for professional employment in academia, government, or the private sector. The criterion for success is that at least 50% of M.A. students who apply to doctoral programs or for professional positions will be accepted. For 2013-14, all eight were accepted to doctoral programs.

Use of Assessment Data for Program Improvement

There has been little discussion of the use of the assessment data for program improvement at the graduate level. There are several reasons for this. First, the Department has been collecting assessment data for a relatively short period. Second, the number of students submitting thesis and dissertation proposals each year is relatively modest. Third, virtually all of our Masters and Doctoral students have met the learning outcomes. As a result, the consensus is that there is insufficient data to warrant significant changes in the graduate program at this time.

Doctor of Philosophy in Experimental Psychology

The Ph.D. program in Experimental Psychology is the oldest doctoral program (outside of the Colleges of Business and Engineering) at Florida Atlantic University, receiving approval in 1985.

Limited Access

The program is limited access. We have neither the faculty to supervise all applicants nor the funds to support them. A summary of the number of students who have applied to the program, been admitted and attended over the past five years is shown in Table 18.

Table 18 Student Access Data

<table>
<thead>
<tr>
<th>Year</th>
<th>Applied</th>
<th>Admitted</th>
<th>Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>85</td>
<td>17</td>
<td>13</td>
</tr>
<tr>
<td>2011-12</td>
<td>50</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>2012-13</td>
<td>64</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>2013-14</td>
<td>55</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>2014-15</td>
<td>40</td>
<td>15</td>
<td>9</td>
</tr>
</tbody>
</table>

Admission Criteria

Admission requirements for the Ph.D. program are as follows: (a) Minimum 153 Verbal Reasoning GRE; (b) Minimum 152 Quantitative Reasoning GRE; and (c) Minimum 3.0 GPA in the last 60 credits of undergraduate work. These requirements may be waived for students who have successfully completed a Psychology MA degree elsewhere or who are currently enrolled in the FAU Psychology MA degree program.
The FAU program has a similar admission requirement to other regional SUS schools, but less rigorous criteria compared to aspirational schools. *Florida International University:* 303 combined Verbal and Quantitative Reasoning GRE and 3.0 GPA in last two years of undergraduate coursework. *University of Central Florida:* 1100 combined Verbal and Quantitative Reasoning (approximately 300-305 using the new GRE) and 3.2 GPA in last two years of undergraduate coursework. *University of California, Santa Barbara:* 80th percentile on Verbal and Quantitative Reasoning GRE scales (approximately 158 and 160, respectively) and 3.5 GPA in the last two years of undergraduate coursework. *University of Missouri:* No minimum published criteria for GRE, but a 3.0 GPA is required.

**Enrollment Information**

Data on annual headcount enrollment and FTE for 2011-12 and 2012-13 are presented in Table 19 and Table 20. For 2012-13, the most recent year for which data are available, headcount enrollment in Psychology accounted for about 19% of the College total and about 6% of the University total. Most students in the doctoral program are supported by teaching assistantships; only a handful are supported by grant-funded research assistantships. Consequently, the number of students in the program is largely determined by the number of teaching assistantships allocated to the Department. There has been little change in this number during the past five years.

**Table 19 Majors Enrolled (Annual Headcount)**

<table>
<thead>
<tr>
<th></th>
<th>Experimental Psychology</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2011-2012</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>53</td>
<td>54</td>
<td>279</td>
</tr>
<tr>
<td><strong>2012-2013</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>279</td>
<td>927</td>
<td></td>
</tr>
</tbody>
</table>

**Table 20 Annualized State-Fundable FTE Produced By Level**

<table>
<thead>
<tr>
<th></th>
<th>Psychology</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2010-2011</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Total</td>
<td>51.2</td>
<td>48.6</td>
<td>228.2</td>
</tr>
<tr>
<td>Grad I</td>
<td>22.5</td>
<td>20.2</td>
<td>98.5</td>
</tr>
<tr>
<td>Grad II</td>
<td>28.7</td>
<td>28.4</td>
<td>129.7</td>
</tr>
<tr>
<td>Classroom</td>
<td>40.7</td>
<td>36.6</td>
<td>183.2</td>
</tr>
<tr>
<td>Thesis-Dissertation</td>
<td>10.6</td>
<td>12.0</td>
<td>45.1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>780.0</strong></td>
<td><strong>809.2</strong></td>
<td><strong>4,176.9</strong></td>
</tr>
</tbody>
</table>

|                |            |               |                  |
| **2011-2012**  |            |               |                  |
| Graduate Total | 46.3       | 228.2         | 2,223.7          |
| Grad I         | 19.7       | 98.5          | 1,838.4          |
| Grad II        | 26.6       | 129.7         | 385.2            |
| Classroom      | 37.3       | 183.2         | 2,085.9          |
| Thesis-Dissertation | 9.0 | 45.1 | 137.7 |
| **Grand Total** | **834.7**  | **4,176.9**   | **17,558.6**     |
As shown in Table 21, the vast majority of graduate FTE is generated by students in the program. Relatively little is generated by students outside the Department or outside the College of Science.

Table 21 Annualized State-Fundable FTE Produced In/Out Of Department or College

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Courses offered by:</th>
<th>Psychology</th>
<th>College of Science</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>FTE produced by students who are:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Majors within the department</td>
<td>45.4</td>
<td>42.0</td>
<td>38.0</td>
</tr>
<tr>
<td></td>
<td>Majors outside the department, but within the college</td>
<td>1.9</td>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>Majors outside the college</td>
<td>3.9</td>
<td>4.1</td>
<td>4.9</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>51.2</td>
<td>48.6</td>
<td>46.3</td>
</tr>
</tbody>
</table>
Average Class Size and Faculty/Student Ratio
Data on average class size and faculty/student ratio for the 2010-11, 2011-12, and 2012-13 academic years are presented in Table 22.

Table 22 Average Course Section Size and Percent of Sections Taught By Faculty

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Type</th>
<th>Sections Offered</th>
<th># Enrolled</th>
<th>Avg Section Enrollment</th>
<th>Sections Faculty-Taught</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td>Lecture/Seminar</td>
<td>#</td>
<td>20</td>
<td>14.4</td>
<td>20</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td># Enrolled</td>
<td>287</td>
<td>13.2</td>
<td>1386</td>
<td>95.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Avg Section Enrollment</td>
<td>13.8</td>
<td>13.8</td>
<td>8.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1575</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>22,406</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sections Faculty-Taught</td>
<td>#</td>
<td>20</td>
<td>19</td>
<td>158</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>100.0</td>
<td>94.6</td>
<td>83.7</td>
<td>83.7</td>
</tr>
<tr>
<td></td>
<td>Lab</td>
<td>Sections Offered</td>
<td>#</td>
<td>1</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td></td>
<td># Enrolled</td>
<td>20</td>
<td>20</td>
<td>465</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Avg Section Enrollment</td>
<td>20.0</td>
<td>20.0</td>
<td>11.1</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>100.0</td>
<td>100.0</td>
<td>619</td>
<td>26</td>
</tr>
<tr>
<td>Other Course Types</td>
<td>Sections Offered</td>
<td>#</td>
<td>147</td>
<td>145</td>
<td>158</td>
<td>1,951</td>
</tr>
<tr>
<td></td>
<td></td>
<td># Enrolled</td>
<td>241</td>
<td>217</td>
<td>233</td>
<td>1,840</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Avg Section Enrollment</td>
<td>15.5</td>
<td>14.5</td>
<td>15.4</td>
<td>1,840</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>81.0</td>
<td>95.9</td>
<td>96.8</td>
<td>93.0</td>
</tr>
</tbody>
</table>

All classes, with the exception of Experimental Design I and II, are capped at 25 students. Few courses reach the enrollment ceiling. All courses are open to Psychology M.A. and Ph.D. students. With the exception of one statistics course and two neuroscience courses, none carry prerequisites that would limit enrollment. During the past five years, Cognition courses averaged 10.3 students (range = 6-16), Developmental courses averaged 14.6 students (range = 5-24), Neuroscience courses averaged 13.2 students (range = 3-26), Social courses averaged 13.4 students (range = 4-19), and Quantitative courses averaged 20.8 students (range = 3-41).

Curriculum
The program is designed to be completed in five years, commensurate with the support provided. Students in the Ph.D. program are required to complete a Masters along the way. The requirements for this degree are the same as those for the terminal M.A. degree (see below). A total of 90 credits is required to complete the Ph.D. program, including the credits used to satisfy the M.A. degree requirements.

All doctoral students are required to take three quantitative courses, with the option of a 1-credit experimental design lab course. A two-course experimental design sequence is offered that covers basic statistical design. The Department has struggled during the past five years to provide an adequate number and variety of advanced quantitative courses, offering only three during this period (linear modeling; multivariate statistics, and structural equation modeling). As a consequence, doctoral students are forced to fill the advanced quantitative requirement with courses from the Colleges
of Education, Business, and, within the College of Science, with courses offered by the Department of Mathematics and the Center for Complex Systems and Brain Science. There has been considerable instability in this area of instruction: Most of the courses have been taught by a visiting faculty member, a faculty member who did not receive tenure, and a faculty member who was in phased retirement. Students and faculty alike identify the current state of quantitative training as a main source of dissatisfaction with the curriculum. An overhaul of the statistics program is required.

Students select a major area of study from one of four areas of psychology: Behavioral Neuroscience, Cognition, Developmental, and Social/Personality. Doctoral students must take five courses (15 credits) in their major area. An additional six courses are required. Of this total, students must take at least one regularly offered seminar in each of the remaining three areas of study. Courses in each of the areas are presented in Table 23. Due to faculty attrition only a subset of these courses has been offered in the past decade. The range and variety of seminars offered during the past five years varies according to program. In Cognition, three faculty offered 11 seminars on nine different topics. In Developmental, six faculty offered 22 seminars on 11 different topics. In Neuroscience, five faculty offered 23 seminars on 10 different topics. In Social, four faculty offered 14 seminars on 10 different topics. These totals include faculty members who are no longer members of the department: (a) two departing faculty members taught seven Developmental courses on four different topics; (b) one departing faculty member taught two Social courses on two different topics.

Table 23 Courses in Each Area of Concentration

<table>
<thead>
<tr>
<th>Behavioral Neuroscience</th>
<th>PSB 6930</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Topics in Behavioral Neuroscience</td>
<td>PSB 6037</td>
</tr>
<tr>
<td>Principles of Neuroscience</td>
<td>PSB 6058</td>
</tr>
<tr>
<td>Seminar in Behavioral Neuroscience</td>
<td>PSB 6118</td>
</tr>
<tr>
<td>Methods of Psychobiology</td>
<td>PSB 6345, PSB 6346</td>
</tr>
<tr>
<td>Neuroscience 1 and 2</td>
<td>PSB 5509</td>
</tr>
<tr>
<td>Seminar in Developmental Psychobiology</td>
<td>PSB 6516</td>
</tr>
<tr>
<td>Developmental Neuropsychology</td>
<td>PSB 6809</td>
</tr>
<tr>
<td>Seminar in Biopsychology of Language</td>
<td>PSB 6067</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognition</th>
<th>DEP 6072</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar in Cognitive Development</td>
<td>DEP 6932</td>
</tr>
<tr>
<td>Seminar in Individual Differences in Children’s Thinking</td>
<td>EXP 6203</td>
</tr>
<tr>
<td>Seminar in Human Perception</td>
<td>EXP 6609</td>
</tr>
<tr>
<td>Seminar in Cognition</td>
<td>EXP 6930</td>
</tr>
<tr>
<td>Special Topics in Cognition</td>
<td>ISC 5465</td>
</tr>
<tr>
<td>Cognitive Neuroscience</td>
<td>PSB 5117</td>
</tr>
<tr>
<td>Biological Vision</td>
<td>PSB 5930</td>
</tr>
<tr>
<td>Seminar in Biopsychology of Language</td>
<td>PSB 6009</td>
</tr>
<tr>
<td>Special Topics (Cognition)</td>
<td>PSY 5930</td>
</tr>
</tbody>
</table>
The Department also offers one elective course in the area of professional development, taught every third year. The Department has a Teaching of Psychology course on the books as well, but it has not been offered recently due to other instructional priorities. Students often express concern with the lack of opportunities for instruction in this area.

A minimum of nine dissertation credits is required for graduation. The remainder of the credit requirements may be filled with electives, advanced research, and directed independent study coursework.

Students are required to maintain a GPA of 3.0. Courses with grades of C+ or lower will not satisfy program requirements.

Admission to doctoral status requires successful completion of Ph.D. coursework, successful completion and approval of a written M.A. thesis, the formation of a doctoral dissertation supervisory committee and approval of a written dissertation proposal by the doctoral dissertation committee. In addition, comprehensive exams must be completed before a doctoral student is admitted to candidacy. Comprehensive exams are designed to demonstrate a breadth of knowledge in the student's area.

**Comparison to SUS and Peer Programs**

In the SUS, Florida International University offers five Ph.D. degrees: (1) Clinical Science; (2) Developmental Science; (3) Cognitive Neuroscience; (4) Industrial-Organizational; and (5) Legal. Each requires 75 credits of graduate courses, including the dissertation. Doctoral students do not receive M.A. degrees but do complete a Master’s project. All programs require nine credits of statistics, 15 - 18 credits of content, and 6 - 12 credits of electives. A comprehensive exam is required. The University of Central Florida offers three Ph.D. degrees with differing requirements: Industrial/Organizational; (2) Applied Experimental and Human Factors; and (3) Clinical Science. UCF requires 72 credits of graduate courses for an Industrial-Organizational Ph.D. including a dissertation. The Industrial Organization program requires 33 credits of I/O courses, six credits of field courses, six credits of research courses,
and 12 credits of electives. Written comprehensive exams are required. The M.S. degree is optional and does not require a thesis. UCF requires 84 credits of graduate courses for an Applied Experimental and Human Factors Ph.D., including a dissertation. The M.A. degree is optional and does not require a thesis. Applied Experimental and Human Factors program requires 42 credits of required courses and 18 credits of elective courses. Comprehensive exams are required. UCF requires 84 credits of graduate courses for a Clinical Science Ph.D., including an M.A. thesis and dissertation.

Among aspirational peers, the University of California, Santa Barbara offers four Ph.D. degrees: (1) Cognition, Perception, and Cognitive Neuroscience; (2) Developmental and Evolutionary; (3) Neuroscience and Behavior; and (4) Social. No M.A. thesis is offered but a 2nd year paper is required. The program requires 18 credits of required courses, six credits of required statistics courses, and at least 12 credits of electives. In addition, students must enroll in one area seminar per quarter. Together, students must enroll in 12 credits per quarter per year. Written and oral comprehensive examinations are required. The University of Missouri offers five Ph.D. degrees: (1) Clinical; (2) Cognition and Neuroscience; (3) Developmental; (4) Quantitative; and (5) Social/Personality. Each requires 83 hours of graduate courses, including an M.A. thesis and a dissertation. The program requires 12 credits of distribution courses from four different content areas, nine credits of statistics, one credit of ethics and professional development, and 24 credits in area of concentration. Comprehensive examinations are required.

Scope of Institutional Contribution
Experimental Design I and II are service courses taken by students in a variety of disciplines. Neuroscience courses may attract a significant number of students from the Department of Biological Sciences and the Center for Complex Systems and Brain Science. Some Cognition courses may enroll students from the Center as well. Developmental courses attract students from Nursing, Social work, and Education. Based on the data in Table 21 above, about 8% of Psychology FTE is generated outside the Department and about 11% is generated outside the College of Science.

The Department of Psychology participates in the Graduate Certificate Program in Neuroscience. Required and elective courses for the certificate are offered through the Department.

Student Profile
Admission to the Ph.D. program is competitive. For the 2014-15 incoming class, Verbal Reasoning GRE scores ranged from 140 to 167 ($M = 153.8$, 62nd percentile) and Quantitative Reasoning GRE scores ranged from 146 to 156 ($M = 153.1$, 57th percentile).

Students are drawn to the program from all over the world. The proportion of students who come from outside Florida has remained steady for the past five years at about 50%. There is no question, however, that the number of applications has declined. Several factors undoubtedly contribute to this decline, including (a) the increasingly uncompetitive value of the stipends that FAU offers to graduate students; (b) the decreasing number of Psychology faculty available to supervise graduate students; and (c) the discontinuation of the graduate program in Evolutionary Psychology, which attracted a large number of highly qualified applicants.
Data summarizing the gender and ethnicity of graduate students during 2011-12 and 2012-13 are provided in Table 24 below.

Table 24 Majors Enrolled (Annual Headcount) By Gender and Ethnicity

<table>
<thead>
<tr>
<th>Graduate</th>
<th>American Indian/Alaskan Native</th>
<th>General Psychology</th>
<th>College Total</th>
<th>University Total</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>2011-2012</td>
<td>2012-2013</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
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<td>2</td>
<td>11</td>
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<tr>
<td></td>
<td>Male</td>
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<td>8</td>
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<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td>Female</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14</td>
<td>155</td>
<td></td>
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<tr>
<td></td>
<td>Male</td>
<td>2</td>
<td>13</td>
<td>119</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>2</td>
<td>27</td>
<td>274</td>
</tr>
<tr>
<td>Black (Not of Hispanic Origin)</td>
<td>Female</td>
<td>1</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>624</td>
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<td></td>
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<tr>
<td></td>
<td>Total</td>
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<td>2</td>
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<td>Male</td>
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<td></td>
<td>Total</td>
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<td>158</td>
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<td></td>
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<td>Male</td>
<td>11</td>
<td>143</td>
<td>1,233</td>
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<td>Total</td>
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<td>Non-Resident Alien</td>
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<td>2</td>
<td>53</td>
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<td></td>
<td>Total</td>
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<td>3</td>
<td>91</td>
</tr>
<tr>
<td>Not Reported</td>
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<td>4</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
<td>4</td>
<td>71</td>
</tr>
<tr>
<td>Total</td>
<td>Female</td>
<td>23</td>
<td>25</td>
<td>253</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>18</td>
<td>14</td>
<td>254</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>41</td>
<td>39</td>
<td>507</td>
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</tr>
</tbody>
</table>


Student Support
Students who enter the Ph.D. program with only a B.A. or B.S. degree are guaranteed a stipend and a full tuition waiver (not including student fees) for five years. Students who enter the Ph.D. program with an M.A. degree are guaranteed three years of support with the opportunity to secure a fourth year contingent upon successful demonstration to the Graduate Committee of adequate progress toward the degree. Students who exhaust support may petition the Graduate Committee for an additional year of support. When granted, this support is tied to strict achievement goals linked to progress toward completion of the dissertation. FAU does not admit doctoral students without funding, a policy similar to other regional SUS programs (Florida International University = 97 funded doctoral students; University of Central Florida = 40 funded doctoral students) and to our aspirational peers (University of California Santa Barbara = 65 funded doctoral students; University of Missouri = 89 funded doctoral students).

Most Ph.D. students are funded as teaching assistants. Fewer than 10% receive research assistantships. The stipend of $20,050 has not changed in many years. The sum compares favorably to stipends offered by other regional SUS programs (Florida International University = $19,194; University of Central Florida = $15,000) and our aspirational peers (University of California Santa Barbara = $18,000; University of Missouri = $16,585) until one factors in the cost of benefits. FAU does not provide health insurance; graduate students must fund health insurance premiums out of pocket. This is not the case for other SUS programs or for our aspirational peers.

There has been little change in the number of graduate teaching assistantships provided by the college during the past five years. Most of the variability in the number of funded graduate students comes from a decline in research assistantships. The Department does not currently have sufficient graduate teaching assistants to cover the large number of courses needed to keep pace with undergraduate enrollment growth. Increasing the funding to the levels of our regional SUS peers is an urgent priority. The University of Central Florida, with a far smaller program in terms of areas represented, currently has 40 funded Ph.D. slots. Florida International University, with a comparable number of areas represented, currently has 97 funded Ph.D. slots. In addition, the absence of health insurance is a significant recruiting liability. Both of our rival peer SUS programs as well as both of our aspirational peer programs offer health insurance. In the interim, a specific supplemental stipend should be offered to pay for health insurance premiums.

Advising Procedures
Entering doctoral students attend an Orientation Meeting led by the Graduate Coordinator at the beginning of their first semester and receive a general orientation to the program and staff. Subsequent advising is typically provided by the student’s mentor and on occasion by the Graduate Coordinator.

Placement Rates/Employment Profile
The Department does not have historical records of placement rates. However, the following is a partial listing of doctoral students who graduated in the past five years and their current positions.

Currently an Assistant Professor of Psychology, Lynn University, Boca Raton Florida.
Advisor: David G. Perry

Currently a Lecturer at the Department of Psychology, University of Central Florida, Cocoa, Florida.
Advisors: Erika Hoff and Alan Kersten

Currently a post-doctoral scientist at the T. Denny Sanford School of Social and Family Dynamics, Arizona State University, Tempe, Arizona.
Advisor: Brett Laursen
Jay Michaels (2012). *Attitude and valence dynamics in response to changes in perceived similarity vs. difference: Implications for human conflict.*
Currently an Assistant Professor, Department of Psychology, Presbyterian College, Clinton, South Carolina.
Advisor: Robin Vallacher

Roger McIntosh (2012). *Neuropsychological correlates of emotion regulation in HIV.*
Currently a postdoctoral scientist, Department of Psychology, University of Miami, Florida.
Advisor: Monica Rosselli

Amy Gardiner (2011). *Preschoolers’ use of intentionality in understanding causal structure of objects during imitative learning.*
Currently an Assistant Professor, Department of Psychology, Skidmore College, Saratoga Springs, New York.
Advisor: David F. Bjorklund

Currently a postdoctoral scientist, HIV Center for Clinical and Behavioral Studies, Columbia University, New York.
Advisor: David F. Bjorklund

Donna R. Marion (2011). *Patterns of friend influence on school engagement and the moderating effects of maternal affection.*
Currently a Lecturer at the Department of Psychology, Florida Atlantic University, Davie, Florida.
Advisors: Brett Laursen and Robin Vallacher

Currently a faculty member at the Miami International University of Art and Design, Florida.
Advisor: Howard Hock

Currently a research scientist, Center for Advanced Study of Teaching and Learning, University of Virginia, Charlottesville.
Advisor: Brett Laursen

Currently an Assistant Professor, Department of Psychology, University of Michigan, Flint.
Advisor: Todd Shackelford

Currently an Assistant Professor, Department of Psychology, Saint Mary’s College, Notre Dame, Indiana.
Advisor: Brett Laursen
Graduation Rates
The number of graduate students earning doctorate degrees since 2001 is shown in Table 25.

Table 25 Doctoral Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>3.0</td>
<td>5.0</td>
<td>1.0</td>
<td>6.0</td>
<td>3.0</td>
<td>7.0</td>
<td>8.0</td>
<td>1.0</td>
<td>4.0</td>
<td>6.0</td>
<td>8.0</td>
<td>5.0</td>
<td>7.0</td>
</tr>
</tbody>
</table>

Student Recruitment
Students admitted to the Ph.D. program are assigned an advisor by the Graduate Committee. Advisors identify students for admission and communicate with prospective students prior to notifying the Graduate Committee of their interest in accepting one. Considerable time and effort is devoted to matching students with advisors. As a consequence, few doctoral students change advisors. Those who do, typically change after completing the M.A. degree.

The Department does not have a budget for student recruitment. The Graduate College hosts a competition for recruitment funds to which the Graduate Coordinator applies. Every year the Department of Psychology has been awarded $2000 for recruitment purposes (except the 2011-12 academic year, when the Graduate Coordinator was on leave and $1000 was awarded). These funds are used to bring prospective students to campus to meet with advisors and other faculty, members of the advisor's laboratory and other students, and to tour the campus. In most years, 4-6 students come to FAU on recruiting visits. The funds are used to support air travel and meals. Advisors typically arrange lodging with other students in the program. The Graduate Committee prioritizes the allocation of recruitment travel funds. Priority is given to students who are also being recruited to receive a supplemental fellowship (see below).

Every year the Graduate College also hosts a competition for recruitment fellowships to which the Graduate Coordinator applies. Two types of fellowships are available: Presidential ($5000 stipend per year for the first two years of enrollment) and Provost ($2500 stipend for the first year of enrollment). These funds are limited to students who would not otherwise come to FAU and so are not awarded to students who currently reside in South Florida or are enrolled in the Department of Psychology M.A. program. During the 2009-10 to 2011-12 academic years, we received one Presidential and one Provost Fellowship. During the 2012-13 to 2014-15 academic years, we received two Presidential and one Provost Fellowship.

Master of Arts in Psychology

Limited Access
The program is limited access due to limited faculty and funding.

Admission Criteria
1. A baccalaureate degree from an accredited college or university. It is not essential for this to be a degree in psychology.

2. A score of at least 150 on the verbal component and 150 on the quantitative component of the Graduate Record Examination.

3. A minimum 3.0 GPA in the last 60 credits of undergraduate work.

4. Approval for graduate admission from the Department of Psychology.
Enrollment Information
Annual headcount enrollment for 2011-12 and 2012-13 are presented in Table 26. Data for annualized state-funded FTE are included in Table C1 and Table C2 under the Ph.D. program.

Table 26 Majors Enrolled (Annual Headcount)

<table>
<thead>
<tr>
<th></th>
<th>General Psychology</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td>41</td>
<td>228</td>
<td>4,675</td>
</tr>
<tr>
<td>2012-2013</td>
<td>39</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Average Class Size
This information is included with the data presented for the Ph.D. program.

Curriculum
A minimum of 30 credits of coursework and six M.A. thesis credits are required to complete the M.A. program. Three quantitative courses (7 credits) are required, including the 3-credit Experimental Design I course (PSY 6206), the 1-credit Experimental Design 1 Lab course (PSY 6206L) and an additional 3-credit quantitative course approved by the Chair of the Graduate Committee. An additional seven courses (21 credits) are required. Of this total, at least six courses must consist of approved Department graduate seminars, including a minimum of one regularly offered seminar in each of the following areas: Behavioral Neuroscience, Cognition, Developmental and Social/Personality. Courses in each of the areas were presented above, in Table 23.

A total of six M.A. thesis credits (PSY 6971) is required. An additional two credits are required, which may be filled with electives and/or Directed Independent Study (EXP 6908).

Students are required to maintain a grade point average of "B" (3.0) or better. Courses with grades of "C+" or lower will not satisfy program requirements.

Comparison to SUS and Peer Programs
Florida International University eliminated all of its terminal M.S. programs except for a professional counseling program that exists outside and is unconnected to the doctoral training program. No stipend is offered to students. The University of Central Florida has a terminal M.A. degree but it is in a program separate from the Ph.D. program. Again, no stipend is offered. Regarding our aspirational peers, neither the University of California Santa Barbara nor the University of Missouri has a terminal M.A. program.

Scope of Institutional Contribution
As noted above, Experimental Design I and II are service courses taken by students in a variety of disciplines. Neuroscience courses may attract a significant number of students from the Department of Biological Sciences and the Center for Complex Systems and Brain Science. Some Cognition courses may enroll students from the Center as well. Developmental courses attract students from Nursing, Social work, and Education.

Student Profile
Data summarizing the gender and ethnicity of Masters students during 2011-12 and 2012-13 are included in the data presented in Table 24 above.

Student Support
Students in the M.A. program do not receive Departmental stipends but they do receive tuition waivers.
Advising Procedures
Entering Masters students attend an Orientation Meeting led by the Graduate Coordinator at the beginning of their first semester and receive a general orientation to the program and staff. Subsequent advising is typically provided by the student’s mentor and on occasion by the Graduate Coordinator.

Placement Rates/Employment Profile
Although the Department does not keep records on the placement/employment of its Masters graduates, many go on to doctoral programs.

Graduation Rates
The number of graduate students earning Masters degrees since 2001 is shown in Table 27.

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Granted</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>4.0</td>
<td>147.0</td>
</tr>
<tr>
<td>2003-2004</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>2005-2006</td>
<td>7.0</td>
<td></td>
</tr>
<tr>
<td>2007-2008</td>
<td>9.0</td>
<td></td>
</tr>
<tr>
<td>2009-2010</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>2011-2012</td>
<td>11.0</td>
<td></td>
</tr>
<tr>
<td>2013-2014</td>
<td>15.0</td>
<td></td>
</tr>
</tbody>
</table>

Student Recruitment
The Department does not actively recruit students to our Masters program.

Faculty

Administrative Structure
The Department of Psychology is administered by a Chairperson, David Wolgin, who is appointed by, and who reports to, the Dean of the Charles E. Schmidt College of Science. The Chair is assisted by a three-member Executive Committee elected by the Department. Current members are David Bjorklund, Steven Bressler, and Robin Vallacher. In addition, an Assistant Chair, Monica Rosselli, appointed by the Chair, serves as the coordinator for the program on the Davie campus. The graduate program is administered by the Graduate Committee, chaired by Brett Laursen and the undergraduate program is overseen by the Undergraduate Committee, chaired by Nancy Jones.

Faculty Profile
The Department currently consists of 23 faculty members, one of whom is the Associate Dean of Students for the College of Science. Nineteen faculty are tenured or tenure-track and four are Instructors. In addition, two unsalaried Research Professors, who have no formal teaching duties, may mentor graduate students. Faculty members are assigned to one of three campuses, Boca Raton, Davie, and Jupiter. The Boca campus has two Instructors and 14 tenure-track faculty members, one of whom is half-time and resident on campus only during the spring semester. Two members of the Boca faculty have primary appointments in the Center for Complex Systems and Brain Science, but for purposes of promotion and tenure are considered members of the Department of Psychology. (Other members of the Department are also members of the Center although their primary appointments are in Psychology.) The Davie campus has one Instructor and three tenure-track faculty members and the Jupiter campus has one Instructor and two tenure-track faculty members. To meet the Department’s instructional mission, varying numbers of adjunct faculty and graduate teaching assistants (GTAs) are employed each semester to teach undergraduate courses at the Boca and Davie campuses. For example, for the Fall 2014 semester, nine adjuncts and 10 GTAs taught undergraduate courses on the Boca campus and seven adjuncts and seven GTAs taught courses on the Davie campus.
A summary of faculty diversity by rank is presented in Table 28 below.

Table 28 Faculty Diversity

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
<th>Asian</th>
<th>Black</th>
<th>Hispanic</th>
<th>Caucasian</th>
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<tbody>
<tr>
<td>Professor</td>
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<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Assist. Professor</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Instructor</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>23</td>
<td>16</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>21</td>
</tr>
</tbody>
</table>

Faculty areas of specialization are shown in Table 29. Campus affiliation is indicated in parentheses (B=Boca; D=Davie; J=Jupiter).

Table 29 Areas of Specialization

<table>
<thead>
<tr>
<th>Cognitive</th>
<th>Developmental</th>
<th>Neuroscience</th>
<th>Social</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barenholtz (B)</td>
<td>Bjorklund (B)</td>
<td>Bressler (B)</td>
<td>Maniaci (B)</td>
</tr>
<tr>
<td>Hong (B)</td>
<td>Hoff (D)</td>
<td>Johanson (B)</td>
<td>Monson (B)</td>
</tr>
<tr>
<td>Kersten (B)</td>
<td>Jones (J)</td>
<td>Rosselli (D)</td>
<td>Nowak (B)</td>
</tr>
<tr>
<td>Laursen (D)</td>
<td>Stackman (J)</td>
<td>Sherman (B)</td>
<td></td>
</tr>
<tr>
<td>Perry (B)</td>
<td>Vertes (B)</td>
<td>Vallacher (B)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wolgin (B)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Faculty ethnicity during the period 2010-13 is shown in Table 30 and Table 31. Faculty ethnicity during the period 2010-13 is shown in Table 30 and Table 31.

Table 30 Instructional Faculty By Gender and Ethnicity

<table>
<thead>
<tr>
<th>Instructional Faculty (Tenured, tenure-earning, &amp; non-tenure-earning)</th>
<th>Psychology</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian or Pacific Islander</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>15</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Black (Not of Hispanic Origin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>1</td>
<td>1</td>
<td>34</td>
</tr>
<tr>
<td>Male</td>
<td>4</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>White (Not of Hispanic Origin)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
<td>25</td>
<td>409</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>6</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>Male</td>
<td>18</td>
<td>20</td>
<td>108</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>27</td>
<td>26</td>
</tr>
</tbody>
</table>
Faculty Attrition

A major challenge affecting the delivery of both the undergraduate and graduate programs in Psychology is the marked attrition of faculty over the past decade. As shown in Figure 4 below, there has been a steady loss of tenure-track faculty since 2003. Many of these lost positions were held by senior Professors with outstanding reputations in their fields. Combined with an institutional policy of increasing undergraduate enrollments, this has resulted in a large increase in the student/faculty ratio (Figure 5). For example, in 2003, there were 31 Psychology majors for each tenure-track faculty member. By 2013, the ratio had increased to 75. Approval of replacement positions has been limited by budgetary constraints and by shifting university priorities. For example, the Department's choice for a well-funded new hire in Neuroscience for the Boca campus this year was vetoed by higher administration because of an unwillingness to commit space for housing animals. The Department's animal space was closed down the previous year as a cost saving measure with the understanding that space would be made available at other locations on campus. However, this space is now considered “shared” and, therefore, not available for dedicated use by a single investigator. This policy means, in effect, that the Department has lost control of its ability to make hiring decisions in certain areas of concentration.
Figure 4 Faculty Attrition

Figure 5 Undergraduate Majors Per Tenure Track Faculty
The loss of faculty has had a profound impact on the quality of the undergraduate and graduate programs. First, the number of undergraduate courses taught by tenure track faculty has decreased sharply with the result that, at present, a large percentage of courses are now taught by adjuncts and GTAs. For example, in Fall 2014, of 63 undergraduate courses offered on the three campuses, 33 (52%) were taught by adjuncts or GTAs. This problem is particularly acute in Davie, where the ranks of tenure track faculty shrank from eight in 2003 to only three today. In the Neuroscience area, the number of tenure track faculty teaching undergraduate courses at the Boca campus is at best one. This is because two of the three faculty members in this area at Boca are also members of the Center for Complex Systems and Brain Science. Although they are assigned to teach one graduate course for the Center and one undergraduate course for the Department each semester, they typically “buy out” of their undergraduate courses. The problem is compounded by the transfer of Neuroscience faculty in Biological Science and Psychology to the Jupiter campus. As beneficial as that has been to the Neuroscience program at Jupiter, the net effect at Boca is that the large population of undergraduate students in both the B.A. program in Psychology and the B.S. program in Neuroscience and Behavior are being shortchanged. They are not being offered the opportunity to take courses taught by faculty who are active researchers in the field, they are not provided opportunities to engage in directed independent study in Neuroscience, and they are not coming in contact with, and being inspired by, faculty who are passionate about brain research. This state of affairs is likely to worsen over the next decade, as College advisors encourage more and more preprofessional students to major in Neuroscience and Behavior in order to better prepare for the behavioral and social science subtest, soon to be added to the MCATs.

Second, the loss of faculty has created problems in meeting the institutional goal of creating a culture of research and inquiry. As part of its recent SACS reaccreditation, FAU developed a wide-ranging Quality Enhancement Plan, Distinction Through Discovery, emphasizing undergraduate participation in research. The goal of this effort is to incorporate research into academic programs at various levels, from learning about how research is conducted in a particular discipline to actually conducting research. In both the B.A. and B.S. programs, students are encouraged to enroll in Directed Independent Study where, depending on their level of knowledge and experience, they either participate in ongoing psychological research or design and conduct their own research projects under the supervision of a faculty member. Over the past five years, the mean number of students enrolled in this course each semester, including summers, is about 83, representing fewer than 5% of psychology majors. Clearly the loss of tenure track faculty makes it very difficult to provide research opportunities for the growing number of undergraduate students in the program.

Finally, the loss of faculty has greatly diminished the quality of the graduate program. In some areas of concentration there is barely a critical mass of faculty to attract and train graduate students. This is particularly true in the area of statistical analysis. Although the Department has recently hired two new members with statistical expertise, advanced graduate statistics offerings are so sparse that students are forced to take courses outside the Department that are ill-suited to their needs. The problem, however, is not just numbers. Many of the faculty losses were senior Professors with well-established and funded research laboratories. Their departure resulted in the loss of important areas of expertise from the Department’s research portfolio. Some notable examples from the past five years include David Lewkowicz (multisensory integration in children), Edward Large (music perception), Larry Liebovitch (computational neuroscience), and Todd Shackelford (evolutionary psychology). Even when replacement positions have been granted, they have always been at the junior level because of budgetary constraints. Normally, in an aging department, hiring at the junior level makes sense. However, when there is a net loss of faculty over time it is critical to make at least some senior hires in order to maintain the overall quality of the program.
Faculty Teaching Load

Faculty teaching assignments include both undergraduate and graduate courses as well as student mentoring (undergraduate and graduate Directed Independent Study, Masters thesis supervision, Ph.D. dissertation supervision). Course loads are assigned on the basis of research productivity/potential. New hires are assigned one course per semester for the first three years, to help them establish their research laboratories and begin data collection, and are then assigned a 2/1 teaching load through their sixth year, when they come up for promotion and tenure. More generally, faculty that have established a track record of high research productivity are typically assigned a 2/1 teaching load and have the option of buying out of the second course if they have release funds from a grant. Faculty with a record of moderate research productivity are assigned a 2/2 teaching load, while those with a modest record of research productivity are assigned a 3/3 teaching load.

Faculty Research Productivity

The Department has a strong record of research productivity. The number of peer-reviewed articles, book chapters, and books, as well as presentations at professional conferences from the past four academic years is presented in Table 32. Note that the data have not been adjusted for the diminishing numbers of faculty members during this period. Faculty publications are typically in high quality, peer-reviewed journals and are often co-authored by students. For example, over the past five years articles have appeared in American Psychologist, Behavioural Brain Research, Biological Psychology, Child Development, Current Biology, Developmental Psychology, Developmental Review, Infancy, Journal of Abnormal Child Psychology, Journal of Abnormal Psychology, Journal of Chemical Neuransatomy, Journal of Cognitive Neuroscience, Journal of Comparative Neurology, Journal of Experimental Child Psychology, Journal of Experimental Psychology: General, Journal of Neuroscience, Journal of Personality and Social Psychology, Journal of Research in Personality, Neuropharmacology, Neuroscience, Perspectives in Psychological Science, PLoS One, Progress in Neurobiology, Psychology of Aging, Psychological Review, Science, Synapse, and Trends in Cognitive Sciences. In addition, many faculty have been successful in obtaining extramural funding for their research, despite the challenging budgetary environment. For example, during 2013-14, the most recent year for which data are available, seven faculty members had multi-year grants from NIH or NSF totaling approximately $9.42 M. Among the projects funded by these grants are studies on person-situation transactions in real life (Sherman), dual language learning in children from Spanish-speaking families (Hoff), parent-child influence in Latino families on math learning (Laursen), electrophysiological correlates of human attention (Bressler), the role of the midline thalamus on arousal, attention and cognition (Vertes), intersensory perceptual narrowing in human infants (Lewkowicz), and the role of SK channels in brain areas critical for memory (Stackman).

Table 32 Faculty Research Productivity

<table>
<thead>
<tr>
<th></th>
<th>'10-'11</th>
<th>'11-'12</th>
<th>'12-'13</th>
<th>'13-'14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articles/Chapters</td>
<td>82</td>
<td>78</td>
<td>100</td>
<td>88</td>
</tr>
<tr>
<td>Books</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Conference Presentations</td>
<td>87</td>
<td>98</td>
<td>126</td>
<td>85</td>
</tr>
</tbody>
</table>

Strategic Planning for Hires

The department's goal is to restore faculty lines to at least the 2003 levels and to strengthen the program in all four core areas—cognitive psychology, developmental psychology, neuroscience, and social/personality psychology—in ways that fit with University-wide initiatives, yet do not duplicate efforts of other University units. Different cluster hires are proposed for each of these campuses, to fit with the expertise of current Psychology faculty at these campuses. These cluster hires are in Human Neuroscience on the Boca Raton campus, Healthy Aging on the Davie campus, and Behavioral Neuroscience (research with nonhuman animals) on the Jupiter campus. We propose three additional hires for the Boca Raton campus—one each in cognitive psychology, developmental psychology, and social/personality psychology—to restore core areas of instruction and research in these areas. To benefit the
Department, these hires must all be new positions, not replacements for current faculty who resign, retire, or leave for other reasons. In addition, new hires with statistical expertise are urgently needed to strengthen quantitative training in the graduate program. The Department envisions making hiring decisions in Human Neuroscience in collaboration with the Center for Complex Systems and Brain Science to advance the development of this area of expertise.

D. RESEARCH

Research Productivity

The number of books, peer-reviewed articles/book chapters, conference presentations and submitted grant proposals as well as sponsored research and instructional funding is presented in Table 33. The data is presented on a per faculty basis in Table 34. As mentioned previously, the Department has a long history of research productivity and this level has been maintained despite the loss of faculty and the enormous growth in undergraduate enrollment.

Table 33 Research Productivity

<table>
<thead>
<tr>
<th></th>
<th>Psychology 2010-2011</th>
<th>Psychology 2011-2012</th>
<th>Psychology 2012-2013</th>
<th>College Total 2012-2013</th>
<th>University Total 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Books (including monographs &amp; compositions)</td>
<td>#</td>
<td>5</td>
<td>7</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>2. Other peer-reviewed publications</td>
<td>#</td>
<td>82</td>
<td>78</td>
<td>100</td>
<td>229</td>
</tr>
<tr>
<td>3. All other publications</td>
<td>#</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>31</td>
</tr>
<tr>
<td>4. Presentations at professional meetings or conferences</td>
<td>#</td>
<td>87</td>
<td>98</td>
<td>126</td>
<td>308</td>
</tr>
<tr>
<td>5. Productions/Performances/Exhibitions</td>
<td>#</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>36</td>
</tr>
<tr>
<td>6. Grant Proposals Submitted</td>
<td>#</td>
<td>18</td>
<td>13</td>
<td>14</td>
<td>109</td>
</tr>
</tbody>
</table>

Sponsored Research & Program Expenditures

<table>
<thead>
<tr>
<th></th>
<th>Psychology 2010-2011</th>
<th>Psychology 2011-2012</th>
<th>Psychology 2012-2013</th>
<th>College Total 2012-2013</th>
<th>University Total 2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Organized Research</td>
<td># $1,119,193</td>
<td>$1,519,782</td>
<td>$1,647,134</td>
<td>$8,625,887</td>
<td>$15,603,749</td>
</tr>
<tr>
<td>8. Sponsored Instruction</td>
<td># $83,992</td>
<td>$144,462</td>
<td>$112,938</td>
<td>$1,242,409</td>
<td>$6,138,254</td>
</tr>
<tr>
<td>9. Other Sponsored Activities</td>
<td>#</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>620,037</td>
</tr>
</tbody>
</table>
### Table 34 Efficiency Data

<table>
<thead>
<tr>
<th></th>
<th>Psychology</th>
<th>College Total</th>
<th>University Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010-2011</td>
<td>2011-2012</td>
<td>2012-2013</td>
</tr>
<tr>
<td>1. Books (including monographs &amp; compositions) per faculty member</td>
<td>0.2</td>
<td>0.3</td>
<td>0.3</td>
</tr>
<tr>
<td>2. Other peer-review publications per faculty member</td>
<td>3.7</td>
<td>3.4</td>
<td>4.3</td>
</tr>
<tr>
<td>3. All other publications per faculty member</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>4. Presentations at professional meetings or conferences per faculty member</td>
<td>4.0</td>
<td>4.3</td>
<td>5.5</td>
</tr>
<tr>
<td>5. Productions/Performances/Exhibitions per faculty member</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>6. Grant proposals submitted per faculty member</td>
<td>0.8</td>
<td>0.6</td>
<td>0.6</td>
</tr>
<tr>
<td><strong>Sponsored Research &amp; Program Expenditures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Organized research expenditures per faculty member</td>
<td>$50,872</td>
<td>$66,077</td>
<td>$71,615</td>
</tr>
<tr>
<td>8. Sponsored instruction expenditures per faculty member</td>
<td>$3,818</td>
<td>$6,281</td>
<td>$4,910</td>
</tr>
<tr>
<td>9. Other sponsored activity expenditures per faculty member</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

### Interdisciplinary Efforts and Community Engagement
The Department participates in several interdisciplinary efforts. One is the Jupiter Life Science Initiative in which faculty from the Departments of Psychology and Biological Sciences have joined with Scripps Florida, the Max Planck Institute and other Biotechnology companies at the Jupiter campus to create a world class center for Neuroscience research and education. In addition, faculty from the Department are members of the Center for Complex Systems and Brain Science, an interdisciplinary center whose members have affiliations in Psychology, Physics and Biomedical Science. One member of the Department is a Faculty Fellow of the Peace, Justice and Human Rights Initiative at FAU, comprised of an interdisciplinary group of scholars interested in promoting these themes both locally and globally. Another is involved in collaborative research with faculty in the College of Engineering and the College of Education on improving education in Engineering. And yet another member of the Department is participating in a new federal initiative to plan language-focused interventions for low-income children.

### Establishment of Goals for Research
Departmental goals for research are reflected in the criteria established for promotion and tenure. Promotion to the rank of associate professor requires that a faculty member maintain a consistently high level of research productivity, both qualitatively and quantitatively, as reflected in publications in high quality peer-reviewed journals. Although collaborative research with other investigators is valued, evidence of independent scholarly activity is required. In addition, continuing efforts to obtain extramural funding, and success in achieving such funding, is expected. Promotion to the rank of professor requires that the faculty member achieve a reputation for excellence in scholarship at the national or international level. In addition to establishing a consistent record of research productivity, evidence of national/international visibility is expected, as evidenced by the number of citations in the literature, invited addresses at major professional meetings, and membership on editorial boards or grant study sections. Finally, faculty at all levels are expected to demonstrate an ongoing commitment to training students in research by supervising
graduate student thesis and dissertation research, graduate and undergraduate directed independent study, and undergraduate Honors theses.

Strategic goals for research at the Department level are presented below (F. Other Program Goals for School or College).

Assessment of How Well Goals Are Met
Assessments of faculty research are made annually by the Department’s Personnel Committee, which is advisory to the Chair. As shown in Table C and D and in the Section on Faculty Research Productivity above, the faculty has been very successful in the quantity and quality of its publications and in securing extramural funding. Many faculty have achieved national and international recognition as evidenced by invitations to deliver keynote addresses and to serve on editorial boards and grant study sections as well as in securing extramural funding and in receiving various honors and awards.

E. SERVICE/COMMUNITY ENGAGEMENT

Service Productivity
As shown in Table 35 and Table 36, faculty participate in department, college, university, and professional committees, serve on editorial boards, and are reviewers for scholarly publications.

<table>
<thead>
<tr>
<th>Table 35 Service Productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. Faculty memberships on department, college or university committees</td>
</tr>
<tr>
<td>2. Faculty memberships on community or professional committees</td>
</tr>
<tr>
<td>3. Faculty serving as editors or referees for professional publications</td>
</tr>
</tbody>
</table>

Table 36 Efficiency Data

<table>
<thead>
<tr>
<th>Table 36 Efficiency Data</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>1. Faculty memberships on department, college or university committees per faculty member</td>
</tr>
<tr>
<td>2. Faculty memberships on community or professional committees per faculty member</td>
</tr>
<tr>
<td>3. Faculty serving as editors or referees for professional publications per faculty member</td>
</tr>
</tbody>
</table>

In addition, members of the faculty have made presentations at local high schools, discussing both the discipline of Psychology as well as the program at FAU. Faculty also provide opportunities for high school students to participate in research projects. Recently the Department participated in the Expo hosted by FAU to attract high school students by showcasing research on visual illusions.

Establishment of Goals for Service
The Department’s criteria for promotion and tenure include serving in leadership positions on university committees and/or professional associations, as well as community service. It is expected, however, that faculty will place more emphasis on research and teaching in keeping with the University goal of attaining Research 1 status.
Assessment of How Well Goals Are Met

Assessment of service is made by the Personnel Committee on an annual basis. Summary data are provided in Table 35 and Table 36 above. All faculty participate in service activity at one or more levels.

F. OTHER PROGRAM GOALS

As noted above, a major goal for the Department is to establish campus-specific areas of concentration and to make cluster hires in these areas to restore the level of excellence previously enjoyed by the Department. We believe that it is possible to attain national recognition for all of these programs by hiring clusters of faculty in each respective area. Here, we outline the plans for each campus in more detail.

Boca Raton: A significant advance in the study of behavior and cognition comes from research in the field of neuroscience, already a major theme at FAU. Thus far, the University neuroscience initiative has focused on research with nonhuman animals in other University units. Because behavioral neuroscience is central to psychology, it should also be offered in the Psychology Department, but in ways unique to psychology rather than in ways that duplicate efforts by other units (e.g., cellular neuroscience). We propose hiring three senior faculty in human neuroscience on the Boca Raton campus, one each in the developmental, cognitive, and social/personality areas. To attract these faculty will require neuroimaging facilities. We propose that arrangements for neuroimaging soon be made with local institutes (e.g., University MRI and Diagnostic Centers, Marcus Neuroscience Institute) and moreover that the University consider purchasing its own imaging equipment. As noted, we also propose three additional hires for Boca Raton (one each in cognitive, developmental, and social/personality). These may be junior hires, and not necessarily with a neuroscience focus.

Davie: Healthy aging is a topic particularly relevant to South Florida. It is also a topic central to lifespan developmental psychology. The faculty at the Davie campus are well situated to develop a program emphasizing research in healthy aging. We propose hiring a cluster of three senior faculty in healthy aging on the Davie campus, at least one in the neuropsychology of aging, and the others expert in the social or cognitive aspects of aging. Junior hires in each area (cognitive, developmental, and social/personality) should follow, with specializations reflecting the needs of these areas.

Jupiter: An important component of the neuroscience emphasis at FAU is investigation of the relation between brain and behavior (behavioral neuroscience). Much behavioral neuroscience research is undertaken using animal models. The Department of Psychology has well-known senior researchers in this field that are well positioned to participate in the development of the behavioral neuroscience program(s) in Jupiter. We propose hiring a cluster of three senior neuroscience faculty on the Jupiter campus, with junior hires to follow. At the present time, none of these goals has been met. However, in recent discussions with President Kelly and Provost Perry, we have received verbal assurance that the university will give them serious consideration.

G. STRENGTHS AND OPPORTUNITIES THAT SUPPORT ACHIEVEMENT OF PROGRAM GOALS

1. Psychology is a popular major that has enjoyed enormous enrollment growth over the past six years. This is a program that generates substantial FTE for the College. The joint program in Neuroscience and Behavior has enormous growth potential, given the emphasis on developing Neuroscience at FAU.

2. The Department has a very productive faculty in all four of its core areas. They publish in high quality peer-reviewed journals and are successful in competing for extramural funds.

3. The proximity of Scripps Florida and Max Planck, world-class research institutes in Neuroscience, on the Jupiter campus is a unique resource for attracting faculty and students interested in brain science.
4. Population demographics for the South Florida region provide a rich resource for a campus specialization in Healthy Aging.

5. The Ph.D. program continues to attract high quality students who acquire excellent research training and co-author papers with their mentors in peer-reviewed journals.

6. The university has a new president who has articulated a clear vision for promoting excellence at FAU. He has expressed support for the Department’s strategic plan.

H. WEAKNESSES AND THREATS THAT IMPEDE PROGRAM PROGRESS

1. Faculty attrition and explosive enrollment growth have created problems in delivering the undergraduate and graduate programs, resulting in increased reliance on adjuncts and graduate teaching assistants. In addition, the loss of senior faculty has reduced the breadth of research expertise, including in the quantitative area.

2. Budgetary shortfalls have limited hiring, faculty raises, and research support, leading to decreased faculty morale.

3. Budgetary shortfalls have limited the number of graduate student teaching assistantships, with the result that some courses cannot be assigned teaching assistants. In addition, the limited number of assistantships constrains the growth of the graduate program and research output.

4. Geographic distance between campuses limits faculty interactions and student access to resources. For example, students at the Boca and Davie campuses cannot readily participate in Neuroscience research or courses offered at the Jupiter campus.

5. The Department has not been included in planning the Jupiter Neuroscience Initiative, even though it is a stakeholder. This has created problems in course delivery, supervision of undergraduate and graduate research, and fragmentation within the program.

I. RESOURCE ANALYSIS

Current resources are inadequate to meet the program’s goals. The greatest impact can be felt in support of teaching and research. Faculty salaries are not competitive with those at other universities, even within the SUS, prompting faculty to seek positions elsewhere. Faculty attrition has already resulted in a loss of critical mass in some areas of graduate training and has negatively impacted the undergraduate student-faculty ratio. There have been no institutional funds available for faculty travel to professional conferences or for the purchase or maintenance of research equipment. In addition, the university does not provide adequate compensation for the Graduate Coordinator, whose administrative duties go well beyond the normal service assignment of other faculty. The number of teaching assistantships is not sufficient for the number and size of course sections.

The quality and availability of teleconferencing facilities is also inadequate. As a multi-campus department, we require teleconferencing facilities for faculty meetings, colloquia and seminars. Although the university has facilities for these purposes, they are often not suitable for our particular needs. For example, faculty meetings are often assigned to classrooms, rather than conference rooms, resulting in limited viewing of participants. Scheduling is sometimes a problem due to limited availability of facilities. As faculty at the partner campuses grows, there will be increased need for teleconferencing facilities for seminars and colloquia. It is not clear the university will be able to meet those demands.

In other areas resources are sufficient to meet program goals. This includes laboratory and office space, administrative, technical and secretarial staff, library resources, and internet access. However, if the Department’s strategic plan is implemented, additional space may be required.
J. FUTURE DIRECTION

As outlined above, the Department aspires to develop campus-specific areas of specialization in Human Neuroscience, Behavioral Neuroscience and Healthy Aging. If implemented, these changes will result in (a) the addition of 12-15 faculty, some of whom would be senior investigators; (b) a broadening of the Department’s research portfolio; (3) an expansion of the undergraduate and graduate curricula; and (4) an increase in the quality and visibility of the program. There are, however, a number of issues with which the Department has been wrestling.

1. The undergraduate curriculum was designed 20 years ago to serve two purposes: (1) broad course coverage of core areas of experimental psychology (cognition, social/personality, developmental, and behavioral neuroscience) as well as research methods and statistical analysis; and (2) in-depth coverage of each area by means of advanced courses with increased opportunities for writing (e.g., essay exams, term papers) and creative activities (e.g., simulations of research, literature reviews, class presentations). The latter is becoming increasingly difficult to accomplish because faculty attrition and enrollment growth has resulted in increased class size even in upper level courses. One solution is to hire multiple Instructors to teach the core courses, freeing up tenure-track faculty to teach upper level courses with smaller enrollments. However, this approach may siphon off resources that might otherwise go toward hiring more tenure-track faculty. How else might this problem be addressed? Is the curriculum still relevant or ‘modern’ compared to other programs around the country? Are the specializations appropriate? Are there creative instructional models out there that we are not employing, models that would allow us to teach more students with fewer faculty?

2. The development of campus specializations can sometimes bring with it the problem of dis-integration of the program when not managed well. This has already happened to some extent with the Jupiter Neuroscience Initiative. The goal of that program is to make the Jupiter campus a self-contained Neuroscience campus with separate faculty and student populations. The problem is that most students in both the B.A. program in Psychology and the B.S. program in Neuroscience and Behavior attend classes at the Boca campus. Even if some of these students migrate to the Jupiter campus, many more will remain at Boca. How can the Department serve these students if the resources are in Jupiter? For example, how can the Department provide opportunities for these students to participate in the university-wide Quality Enhancement Plan, which encourages undergraduate participation in research?

3. The changes we propose will take time to unfold. What can we do in the short term to enhance the quality of our program at both the undergraduate and graduate levels? What can be done that requires little or no resources while we are waiting for the university to make decisions about allocation of significant funding and lines?
K. STUDENT FEEDBACK REGARDING PROGRAMS

Student feedback from the Student Satisfaction Survey for the period 2000-2013 is presented in Table 37. In general, both undergraduate and graduate students in Psychology assigned a rating of 3 on a 4-point scale (4=excellent) to the quality of the courses, instructors and advising. This was comparable to the mean scores for both the college and the university as a whole.

Table 37 Undergraduate and Graduate Student Feedback from Student Satisfaction Survey

<table>
<thead>
<tr>
<th>Student Level</th>
<th>Quality of courses in degree program</th>
<th>Quality of instructors in degree program</th>
<th>Quality of advising in college advising office</th>
<th>Quality of advising by faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td># Responses: 125 190 152 86 102 91 169 356 2,211</td>
<td># Responses: 125 187 147 82 100 93 127 333 2,137</td>
<td># Responses: 101 167 134 70 85 80 148 310 1,933</td>
<td># Responses: 102 147 125 59 80 69 117 257 1,808</td>
</tr>
<tr>
<td>Graduate</td>
<td># Responses: 9 11 29 4 17</td>
<td># Responses: 9 12 30 4 18</td>
<td># Responses: 3 3.4 3.6 3.2 3.3</td>
<td># Responses: 3 8 15 2 8</td>
</tr>
<tr>
<td></td>
<td>Mean: 3.0 2.9 3.0 3.1 2.9 3.1 3.0 3.0</td>
<td>Mean: 3.0 3.1 3.1 3.1 3.0 3.1 2.9 3.0</td>
<td>Mean: 2.4 2.6 2.5 2.8 2.8 2.3 2.6 2.8 2.8</td>
<td>Mean: 2.7 2.7 2.8 3.0 2.9 2.6 2.8 2.8 2.9</td>
</tr>
</tbody>
</table>

L. FACULTY VITAE (Abbreviated)
Elan Barenholtz

A. **Professional Preparation**

Dissertation: *What does the deforming contour tell us about shape?*
Advisor: Dr. Jacob Feldman

**Certificate of Cognitive Science**, Rutgers University Center for Cognitive Science,

Thesis: *Visual comparison within and between object parts.*
Advisor: Dr. Jacob Feldman


B. **Appointments**

**Associate Professor**, Florida Atlantic University, Department of Psychology/Center for Complex Systems and Brain Sciences, 2013-Present

**Assistant Professor**, Florida Atlantic University, Department of Psychology/Center for Complex Systems and Brain Sciences, 2007-2013

**Postdoctoral Research Fellow**, Brown University, Department of Cognitive and Linguistic Sciences, 2004-2007. Supervisor: Dr. Michael Tarr

C. **Selected Peer-Reviewed Publications**


D. **Selected Grants**

Award Amount: $196,647
E. **Synergistic Activities**
   i. Established a new EEG-recording facility to be jointly used by the Dept. of Psychology and the Center for Complex Systems and Brain Sciences, in which I hold joint appointments.
   ii. Co-established a Laboratory for Research in Visuo-Locomotor Coordination with Dr. Howard Hock, of FAU and Dr. Adar Pelah, of Cambridge University.
   iii. Co-founded the Vision Brown Bag series, a weekly meeting of members of 4 labs within the university with an interest in perception science.

F. **Collaborators and Other Affiliations**
   Dr. David Lewkowicz, Dept. of Psychology/Center for Complex Systems, Florida Atlantic University; Dr. Howard Hock, Dept. of Psychology/Center for Complex Systems, Florida Atlantic University; Dr. Oge Marques, Dept. of Computer Science, Florida Atlantic University; Dr. Michael J. Tarr, Center for the Neural Basis of Cognition, Carnegie Mellon University; Dr. Vincent Charviallat, Dept. of Computer Science & Applied Maths, University of Tolouse, France.

G. **Courses Taught**

**Undergraduate Courses taught:**
   - Cognition
   - Human Perception

**Graduate Courses developed and taught:**
   - Foundations of Vision
   - Principles of Cognitive Science
   - Multisensory Perception

H. **Community Engagement or Out-reach**
   Pine Crest High School student research internships, Mentor (Two students, 2008-2010).
   Honors Psychology course at Weinbaum High School, Guest Lecturer (Annually since 2008)
   Guest Lecture at Olympic High School, Boca Raton (2014)
DAVID F. BJORKLUND

Education

Undergraduate: B.A., (cum laude), 1971, University of Massachusetts, Amherst, Psychology
Graduate: M.A., 1973, University of Dayton, Psychology
Ph.D., 1976, University of North Carolina, Chapel Hill, Developmental Psychology

Professional Experience

September, 1976-Present

Florida Atlantic University

September, 1976 - Professor (since August, 1986), Department of Psychology

January, 2002 - June, 2002; Alexander von Humboldt Research Professor, Institut für Psychologie IV, University of Würzburg, Germany

May-June, 2004; Visiting Erskine Fellow, University of Canterbury, Christchurch, New Zealand

Editorial Consultant


Selected Recent Publications

Books (2007-present)


Selected Journal Articles and Book Chapters (2007-present)


**Teaching**

*Undergraduate:* Cognitive Development; Evolutionary Psychology; Honors Seminar

*Graduate: Seminar* in Cognitive Development; Seminar in Evolutionary Developmental Psychology; Seminar in Individual Differences in Children’s Thinking
A. **Professional Preparation**

1996  Visiting Fellowship in Functional MRI, Massachusetts General Hospital
1982  Ph.D., Physiology/Anatomy, University of California, Berkeley
1972  B.A. (Honors), Biopsychology, The Johns Hopkins University

B. **Appointments**

1997-  Professor, Department of Psychology and Center for Complex Systems &
Brain Sciences, Florida Atlantic University
1990-1997  Associate Professor, Department of Psychology and Center for Complex
Systems, Florida Atlantic University
1986-1990  Senior Scientist, EEG Systems Laboratory, San Francisco, CA
19881990  Lecturer, Pacific Graduate School of Psychology, Palo Alto, CA
1982-1986  Postdoctoral Fellow, EEG Systems Laboratory, San Francisco, CA

C. **Selected Peer-Reviewed Publications** *(most recent five from the last 7 years)*


D. **Selected Other Publications or Products/Grants** *(most recent five from the last 7 years)*

2011-2014  *Electrophysiological Studies of Human Attention*, NIMH (MH096482) ($93,506 total direct costs) [Co-PI]
2011  *From Brains to Machines: A Special Program at the 2011 International Joint Conference on Neural Networks*, NSF (1110883) ($19,990 total direct costs) [Co-PI]
2009-2014  *Distributed Cortical Processing in Visual Working Memory*, NIMH (MH081162) ($387,000 total direct costs) [Co-PI]
2009  *Conference on Neurocognitive Networks*, NSF (0924414) ($33,000 total direct costs) [PI]

E. **Synergistic Activities – Invited Lectures**

*Beta Synchrony and Top-Down Feedforward Processing in Visual Expectation*, Workshop on Connections & Communications in the Brain, Banbury Center, Cold Spring Harbor Laboratory, April 7, 2014.

*Neurocognitive Networks and Task Set*, Purdue University, February 3, 2014.

*Dynamic Function Interactions in Cerebral Cortex*: FAU Neuroscience Colloquium Series, January 14, 2014.


*Dynamic Function Interactions in Cerebral Cortex*: SFB Lecture Series, Medical University Hamburg-Eppendorf, Hamburg, Germany, December 9, 2013.
Workshop on Directed Functional Connectivity Analysis using Wiener-Granger Causality. SFB Methods Academy, Medical University Hamburg-Eppendorf, Hamburg, Germany, December 5, 2013.

Neurocognitive Networks and Set. NSF-Sponsored Special Workshop on Cognitive Science: the Computational Paradigm Symposium, International Joint Conference on Neural Networks, Dallas, Texas, August 6, 2013.

Set-Related Neurocognitive Networks and Neurodynamic Processing. 4th International Conference on Cognitive Neurodynamics, Sigtuna, Sweden, June 24, 2013.

Large-Scale Synchronous Beta Rhythms. Mathematical Biosciences Institute Workshop, Ohio State University, March 20, 2013.

Directed Functional Connectivity Analysis Based on Granger Causality. MURI Winter School on Dynamics of Multifunction Brain Networks, UC San Diego, January 11, 2013.

Set-Related Neurocognitive Networks and Neurodynamic Processing. MURI Winter School on Dynamics of Multifunction Brain Networks, UC San Diego, January 10, 2013.


F. Collaborators and Other Affiliations
Richard Coppola National Institute of Mental Health
Maurizio Corbetta Washington University School of Medicine, Saint Louis
Mingzhou Ding University of Florida
Charles Gray Montana State University
Richard Leahy University of Southern California
Hualou Liang Drexel University
Vinod Menon Stanford University
Richard Nakamura National Institute of Mental Health
Craig Richter Ernst Strungmann Institute in cooperation with Max Planck
Charles Schroeder Nathan Kline Institute for Psychiatric Research
Anil Seth University of Sussex
Gordon Shulman Washington University School of Medicine, Saint Louis
Sylvain Williams McGill University

G. Courses Taught
Cognitive Neuroscience (graduate), Cognitive Neuroscience (undergraduate), Advanced Cognitive, Neuroscience (graduate), Neural Time Series Analysis (graduate), Computational Cognitive Neuroscience (graduate)
Howard Hock

A. Professional Preparation

1962 Polytechnic Institute of Brooklyn; B.S. in Electrical Engineering
1967 New York University; M.S. in Electrical Engineering
1969 Johns Hopkins University; M.A. in Experimental Psychology
1971 Johns Hopkins University; Ph.D in Experimental Psychology

B. Appointments

Assistant Professor, Associate Professor, Professor and Research Professor, Florida Atlantic University

C. Selected Peer-Reviewed Publications

(most recent five from the last 7 years)


D. Selected Other Publications or Products/Grants

(next most recent five from the last 7 years)


E. **Synergistic Activities**

Manuscript reviews during past seven years for:

- PLOS One
- Attention Perception & Psychophysics
- Vision Research
- Perception
- Quarterly Journal of Experimental Psychology
- Seeing and Perceiving
- Cerebral Cortex
- Memory & Cognition
- Journal of Vision
- Acta Psychologica

F. **Collaborators and Other Affiliations**

- Gregor Schöner, University of the Rühr, Germany
- Adar Pelah, University of York, England
- Paul Azzopardi, Oxford University, England
- Julio Martinez-Trujillo, McGill University, Canada
- Simone Gori, University of Padua, Italy
- Jonathan Flombaum, Johns Hopkins University
- Justin Halberta, Johns Hopkins University

G. **Courses Taught**

None in last seven years
Erika Hoff

EDUCATION

1981 Ph.D., University of Michigan, Psychology
1976 M.S., Rutgers - The State University of New Jersey, Psychology
1972 A.B.Ed., University of Michigan, "with distinction"

PROFESSIONAL POSITIONS (since 2007)

1996- Present Department of Psychology, Florida Atlantic University
Position: Professor of Psychology
Spring 2011 ESRC Centre for Research on Bilingualism in Theory and Practice
Position: Visiting Researcher
(on sabbatical leave from Florida Atlantic University)

EXTERNAL RESEARCH GRANTS (since 2007)

2011-2016 Principal Investigator, “Early Dual Language Development in Children from Spanish-Speaking Families.” Eunice Kennedy Shriver National Institute of Child Health and Human Development ($3,200,000, plus $362,000 diversity supplement and $277,000 administrative supplement).

2009-2011 Principal Investigator, “Patterns of bilingual development and their environmental correlates.” Eunice Kennedy Shriver National Institute of Child Health and Human Development ($275,000, plus $115,000 diversity supplement)

2007-2009 Principal Investigator, “Phonological memory and language in young monolingual and bilingual children.” National Institute of Child Health and Human Development ($142,000, plus $82,000 diversity supplement)

OUTREACH ACTIVITIES (selected from those since 2007)

2014 Member, Bridging the Word Gap Research Network (Funded by the Health Resources and Services Administration)

2014 Bilingual Development: What Every Provider Should Know Reach Out and Read Webinar for Pediatric Care Providers, March 5.


2010 Technical Work Group member of the Center for Early Care and Education: Dual Language Learners, Frank Porter Graham Development Institute, University of North Carolina-Chapel Hill


PUBLICATIONS (selected from those since 2007)

Books and Monographs

2009  

**Edited Books**

2012  

2007  

**Journal Articles** (selected from 24 journal articles and book chapters since 2007, * student author)

2014  

2014  

2014  

2013  

2013  

2013  
Hoff, E. Interpreting the early language trajectories of children from low SES and language minority homes: Implications for closing achievement gaps. *Developmental Psychology*, 49, 4-14. DOI: 10.1037/a0027238

2012  

2011  
Place, S.* & Hoff, E. Properties of dual language exposure that influence two-year-olds’ bilingual proficiency. *Child Development*, 82, 1834-1849. DOI: 10.1111/j.1467-8624.2011.01660.x

2011  

**COURSES TAUGHT** (since 2007)

Seminar in monolingual and bilingual language development (graduate seminar), Seminar in language development (graduate course), Human development, Research methods, Language acquisition, Childhood bilingualism
Sang Wook (Sammy) Hong

Department of Psychology, Florida Atlantic University
209 Behavioral Science
777 Glades Road
Boca Raton, FL 33431, U.S.A.
Tel: 1-561-297-2905
E-mail: shong6@fau.edu
Last update: October 2014

(a) Professional Preparation

<table>
<thead>
<tr>
<th>Institution</th>
<th>Major/Area</th>
<th>Degree &amp; Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yonsei University, Seoul, South Korea</td>
<td>Psychology</td>
<td>B.S., 1997</td>
</tr>
<tr>
<td>Yonsei University, Seoul, South Korea</td>
<td>Experimental Psychology</td>
<td>M.A., 1999</td>
</tr>
<tr>
<td>University of Chicago, Chicago, IL</td>
<td>Experimental Psychology</td>
<td>Ph.D., 2005</td>
</tr>
<tr>
<td>Vanderbilt University, Nashville, TN</td>
<td>Cognitive Neuroscience</td>
<td>Post-doc 2006-2011</td>
</tr>
</tbody>
</table>

(b) Appointments

<table>
<thead>
<tr>
<th>Institution</th>
<th>Position</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida Atlantic University, Boca Raton, FL</td>
<td>Assistant Professor</td>
<td>2011-present</td>
</tr>
</tbody>
</table>

(c) Five Selected Peer-Reviewed Publications


(d) Five Selected Other Publications or Products/Grants

(d.1) Book Chapter

**Hong, S. W.** (Accepted as a book chapter, *The Oxford Compendium of Visual Illusions*). Large shift in brightness induced by motion in context.

(d.2) Grant Applications

National Institute of Health. (pending). “Perceptual consequence of visual competition: Large shift in appearance due to contextual motion”. **S. W. Hong, P.I.** Requested Amount: $971,750

National Science Foundation, Early Career Development Award Grant. (pending). “Perceptual consequence of visual competition”. **S. W. Hong, P.I.** Requested Amount: $874,413

National Science Foundation. (pending). “Representation of dynamic visual object”. **S. W. Hong, Consultant.** Requested Amount: $736,320

(e) Synergistic Activities

(e.1) Service to the scientific community outside of the immediate organization
- Developing facial expression database for research and education (1999, in Korea)
- Advising a high school, female student in a research outreach program at Vanderbilt University (2011, publish the outcome in peer reviewed journal)
- Peer reviewer for psychological and neuroscience journals, and NSF grant proposal

(e.2) Broadening the participation of groups underrepresented in science
- From 2010-current, there were 5 women or minority graduate and undergraduate students who spent significant time training in our lab.

(f) Collaborators and Other Affiliations

Collaborators
Randolph Blake (Vanderbilt University), Nancy Carlisle (UC Davis), Davis Glasser (U of Rochester), Jutta Joormann (U of Miami), Min-Suk Kang (Sungkyunkwan University), Para Kang (UIC), Sohee Park (Vanderbilt University), Won Mok Shim (Dartmouth College), Duje Tadin (U of Rochester), Adriane Seiffert (Vanderbilt University), Frank Tong (Vanderbilt University), Melonie Williams (Vanderbilt University), Geoffrey Woodman (Vanderbilt University), Linda Xu (Harvard University), Eunice Yang (UC Berkeley), Lira Yoon (U of Maine)

(g) Courses Taught

Undergraduate Courses taught:
- Cognition (Lecture): Fall 2011, Spring 2012, Fall 2012, Fall 2014
- Human Perception (Lecture): Spring 2014

Graduate Courses developed and taught:
- Attention and Consciousness (Lecture and Seminar): Spring 2013
- Seminar in Cognition (Lecture and Seminar): Fall 2013
Katherine M. Hughes

Department of Psychology/ FAU  5353 Parkside Drive, Jupiter, FL 33458
Office WB 216   Telephone: (561) 799-8616  E-mail: hughes@fau.edu

**Education:**
Ph.D.  Florida Atlantic University, December 2000
  Psychology (Behavioral Neuroscience focus)
M.A.  Florida Atlantic University, May 1996
  Psychology (Behavioral Neuroscience focus)
B.A.  Florida Atlantic University, May 1992/ Psychology

**Positions held:**
2001- Dec. 2005  Assistant Professor, Dept. of Psychology
  Florida Atlantic University/ Charles E. Schmidt College of Science
  Treasure Coast Campus, Port Saint Lucie, FL
Jan 2006- 2010  Assistant Professor, Dept. of Psychology
  Florida Atlantic University/ Charles E. Schmidt College of Science,
  MacArthur Campus, Jupiter, FL
2011-present  Instructor, Dept. of Psychology
  Florida Atlantic University/ Charles E. Schmidt College of Science,
  MacArthur Campus, Jupiter, FL

**Honors:**
2014  NCAA Award for Exceptional Faculty/ Charles E. Schmidt College of Science/ Jupiter
2009  MAC Award Outstanding Faculty: Charles E. Schmidt College of Science
2007  MAC Award Outstanding Faculty: Charles E. Schmidt College of Science
2005  University-wide Award for Excellence in Undergraduate Teaching
2005  Charles E. Schmidt College of Science Award for Excellence in Undergraduate Teaching

**Refereed Journal Publications: International**


**Conference Presentations Refereed With Published Abstract: International**
S.B. Linley and K.M. Hughes (2009). Spatial navigation in the water maze is not impaired following high doses of 3,4-methylenedioxymethamphetamine (MDMA) despite substantial serotonergic denervation of the forebrain in the rat. *Annual Meeting of the Society for Neuroscience, Chicago, IL. 2009.*


Hughes, K.H. and Linley, S.B. Heavy substance abuse during critical adolescent development may lead to deficits akin to cognitive decline characteristic of neurodegenerative disease. International Brain Conference, Orlando, FL (2007)

Competitive Grants- External Funding
Request: $28,830 3 grams MDMA ($96.10 per 10mg) Funded 9/24/08

Courses Taught at FAU

Service Activities
Departmental Committees:
2007 – present Psychology club/fair
2002 – present Library Committee
2004 – 2007 Undergraduate Committee
2002-2003 Chair, Faculty Search Committee

University Service
2012 NTT faculty promotion committee, Charles E. Schmidt College of Science
2011 – present NCAA awards
2008 Student Government MAC Awards
2006 - present MacArthur Campus Library Committee
2006 Coffee with the Professor/ Community Outreach Talk

Community Service
2010-2014 Science Fair Judge
2007 Invited lecture, Dreyfoos School of the Arts, Palm Beach County

Professional
2012-2014 Ad hoc reviewer, Oxford University Press
2007 Ad hoc reviewer, Wadsworth Publishers
Foundations of Biological Psychology
2007 Ad hoc reviewer, Cerebral Cortex
2004 Ad Hoc Reviewer, McGraw Hill Psychobiology Text;
Brain and Behavior: Foundations of Behavioral Neuroscience
2001-2003 Women in Neuroscience Travel Award Reviewer; Newsletter contributor

Professional Affiliations:
Society for Neuroscience
Faculty for Undergraduate Neuroscience
James J. Jakubow

A. **Professional Preparation**
Ph.D., Graduate School and University Center of the City University of New York, 2000
M.Phil., Graduate School and University Center of the City University of New York, 1998
M.A., Western Michigan University, 1988
B.A., Temple University, 1986

B. **Appointments**
2010-present, Instructor, Florida Atlantic University
2006-2010, Visiting Instructor, Florida Atlantic University
2004-2006, Adjunct Instructor, Florida Atlantic University
2003-2004, Visiting Assistant Professor, Wilkes Honors College, Florida Atlantic University
2001-2003, Instructional Specialist, University of South Florida, Department of Child and Family Studies
1998-2001, Postdoctoral Researcher, Florida Atlantic University, Department of Psychology

C. **Selected Peer-Reviewed Publications**


D. **Selected Other Publications or Products/Grants**


E. **Synergistic Activities**
None
F. **Collaborators and Other Affiliations**  
Dean of Research, American College of Applied Science  [http://www.amcollege.us](http://www.amcollege.us)

G. **Courses Taught**  
General Psychology  
Biological Bases of Behavior

H. **Community Engagement or Out-reach**  
None
Ingrid B. Johanson

A. Professional Preparation

B.A. Cornell University 1973
Ithaca, New York
Majors: Psychology and Biology (Neurobiology and Animal Behavior)

Ph.D. City University of New York 1978
New York, New York
Psychology (Biopsychology)
Dissertation: The behavioral development of hypothyroid and hyperthyroid rats

Postdoc. North Carolina Division of Mental Health 1978-
Research Section 1981
Raleigh, North Carolina
Developmental psychobiology

B. Appointments

2001- Senior Associate Dean
Present Charles E. Schmidt College of Science

1996- 1996 Associate Dean for Student Services
2001 Charles E. Schmidt College of Science
Florida Atlantic University, Boca Raton, Florida

1990- Chair, Department of Psychology
1996 Florida Atlantic University, Boca Raton, Florida

1988- Assistant Chair, Department of Psychology
1990 Florida Atlantic University, Boca Raton, Florida

1985- Associate Professor of Psychology
Present Florida Atlantic University, Boca Raton, Florida

C. Selected Peer-Reviewed Publications

D. Selected Other Publications or Products/Grants

E. Synergistic Activities

F. Collaborators and Other Affiliations

G. Courses Taught

CBH4024 Comparative Animal Behavior

H. Community Engagement or Out-reach
Regional director for the Southeast Regional of Florida Science Olympiad
NANCY AARON JONES, Ph.D.
Florida Atlantic University, John D. MacArthur Campus
5353 Parkside Drive, Jupiter, FL 33458, (561) 799-8632, E-Mail: njones@fau.edu
Associate Professor, Florida Atlantic University
CESchmidt, College of Science, Department of Psychology & Behavioral Neuroscience

A. Professional Preparation/Education

B. Appointments
Associate Professor (tenured), 2003-present and Assistant Professor (tenure-track), 1997 to 2003, Florida Atlantic University, Jupiter Campus.
Research Assistant Professor & Postdoctoral Research Assistant, 1994-1997 University of Miami, School of Medicine, Miami, Florida. Director of the Psychophysiological Development Laboratory at the Touch Research Institute.
Research Project Coordinator, 1993-1994, Sheppard Pratt Hospital, Towson, Maryland.

C. Selected Peer-Reviewed Publications

D. Selected Other Publications or Products/Grants

Grants Awarded
National Institute of Mental Health, Behavioral Science Track Award for Rapid Transition (B/START Program). Title: EEG and feeding patterns in infants of depressed mothers. Amount Awarded: $25,000 Direct costs and 38.5% Indirect costs, Total: $34,625.
2013-2014 Technology Grant: Developmental Psychophysiology and Neurohormone Lab for updating EEG equipment, lab computers, lab freezer and lab assistant set-up. Amount funded: 50,722.
E. **Synergistic Activities**
Dr. Christine Williams, Christine E. Lynn College of Nursing, Cortisol Analysis and Seed Grant Award and Dr. Kirchman at the Honor's College and and Dr. Weissbach in the Center for Molecular Biology and Biotechnology help provide appropriate lab space for oxytocin and cortisol analysis.

F. **Collaborators and Other Affiliations**
Dr. Sybil Hart, Texas Tech University, Jealousy Project
Dr. Tiffany Field, University of Miami School of Medicine, Depression Projects
Dr. Toni Ziegler, University of Wisconsin Primate Laboratory, Neurohormone Project
EEG Mu Rhythm Analysis of Infant Social information Processing. Submitted to NIH, R03 program by Dr. Kimberly Cuevas. October 2013. Role: Consultant.

G. **Courses Taught**

H. **Community Engagement or Out-reach**
Boca Raton Community Hospital, Breastfeeding rates research project, 2000-2001.
ALAN KERSTEN

A. Professional Preparation

December, 1989 - Received Bachelor of Science degree in Psychology from the University of Wisconsin
March, 1993 - Received M.S. degree from the Georgia Institute of Technology
September, 1995 - Received Ph.D. degree with minor in Linguistics from the Georgia Institute of Technology
September 1995 to June 1998 - Postdoctoral research associate at Indiana University as part of a
developmental training grant

B. Appointments

September 1997 to December 1997 - Adjunct professor at Indiana University
August 1998 to May 2004 - Assistant professor at Florida Atlantic University
May 2004 to Present – Associate professor at Florida Atlantic University

C. Selected Peer-Reviewed Publications

Kersten, A.W., Earles, J.L., & Berger, J.D. (in press). Recollection and unitization in associating actors with
extrinsic and intrinsic motions. *Journal of Experimental Psychology: General.*

Memory & Cognition, 41, 1144-1158.

speakers attend more strongly than Spanish speakers to manner of motion when classifying novel objects
and events. *Journal of Experimental Psychology: General, 139,* 638-653.

Kersten, A.W., & Earles, J.L. (2010). Effects of aging, distraction, and response pressure on the binding of
actors and actions. *Psychology and Aging,* 25, 620-630.

Kersten, A.W., Earles, J.L., Curtayne, E.S., & Lane, J.C. (2008). Adult age differences in binding actors and

D. Selected Grants

Grant Project Title: The Roles of Frontal and Medial Temporal Lobe Functioning in Memory for Events
Budget Period: 3/1/12 – 2/28/14
Funding Agency: Florida Atlantic University College of Science
Principal Investigator: Alan Kersten
Award Amount: $5,000

Grant Project Title: Adult Age Differences in Binding Actors and Actions
Budget Period: 9/1/04 – 6/30/08
Funding Agency: National Institutes of Health
Principal Investigator: Alan Kersten
Award Amount: $206,700
E. **Synergistic Activities**

Dr. Kersten has made a contribution to the science of learning in his research on second language learning. This research was published in the *Journal of Memory and Language* and was also featured in a story by the Nature News Service.

F. **Collaborators**

Julie Earles, Florida Atlantic University  
Robert Goldstone, Indiana University  
Christian Meissner, University of Texas at El Paso  
Bennett Schwartz, Florida International University  
Linda Smith, Indiana University  
Laura Vernon, Florida Atlantic University

G. **Courses Taught**

Psychology of Human Development (DEP 3053)  
Language Acquisition (DEP 4130)  
Human Learning and Memory (EXP 4525)  
Memory and the Hippocampus (EXP 6930)  
Seminar in Aging and Memory (EXP 6930)  
Language Influences on Thought (PSY 6930)  
Memory and Eyewitness Testimony (PSY 6930)

H. **Community Out-reach**

Dr. Kersten was interviewed by dugdug.com, a science outreach website, regarding his 2013 publication “False recollection of the role played by an actor in an event.” As part of this interview, he also discussed the strengths and weaknesses of eyewitness testimony as evidence in criminal trials.
Brett Laursen

Educational Background
B.A., Psychology, Nebraska Wesleyan University, 1984.

Academic Positions
Professor of Psychology (tenured), Florida Atlantic University, 2000 to present.
Director of Graduate Training, Department of Psychology, 2005 to present
Docent Professor of Psychology, University of Jyväskylä, Finland, 2005 to present.
Associate Professor of Psychology (tenured), Florida Atlantic University, 1994 to 2000.
Assistant Professor of Psychology (tenure track), Florida Atlantic University, 1991 to 1994.
Assistant Professor of Psychology (tenure track), University of Maine, 1989 to 1991.

Visiting Appointments
Visiting Research Scientist, Department of Psychology, University of Jyväskylä, Finland, Summer Semester, 2008.
Research Scientist, Center of Excellence for Human Development and Its Risk Factors, University of Jyväskylä, Finland, Fall Semester, 1999.

Honors
Distinguished Alumni Award, College of Education and Human Development, University of Minnesota, 2012
Honorary Doctorate, Örebro University, Sweden, 2008.
Fellow, American Psychological Association (Division 7, Developmental), 2004.
Fellow and Charter Member, Association for Psychological Science, 2003.

Research Awards
Homophily and peer influence in developmental processes that support learning (NSF 0923745). A total of $179,622 in direct costs and $69,752 in indirect costs for 2 years (2009 to 2011) from the U.S. National Science Foundation (Developmental and Learning Sciences, Division of Behavioral and Cognitive Sciences). (B. Laursen, principal investigator).
The development of computational thinking among middle school students creating computer games (NSF 0909733). A total of $1,092,908 in direct and indirect costs for 3 years (2009 to 2012) from the U.S. National Science Foundation (Research and Evaluation on Education in Science and Engineering, Division of Research on Learning in Formal and Informal Settings). (J. Denner and L. L. Werner, principal investigators; B. Laursen, investigator).
Friendship and psychosocial adaptation. A total of $2,220,167 in direct costs and $746,786 in indirect costs for five years (2004 to 2009) from the U.S. National Institute of Mental Health. (K. Rubin, principal investigator; C. Booth, K. Burgess, B. Laursen, and L. Rose-Krasnor, co-principal investigators.)

Select Recent Peer-Reviewed Journal Articles out of 75 total (*student coauthor)


Select Edited Volumes out of 8 total


Graduate Supervision

Chaired to completion: 8 Ph.D., 16 M.A., and 8 B.A. Honors theses.

External examiner: 6 Ph.D. theses.

Currently Chairing: 1 Post-Doctoral Fellow, 6 Ph.D. students, and 1 M.A. student.
MICHAEL R. MANIACI

A. PROFESSIONAL PREPARATION

**Ph.D in Social-Personality Psychology**
with Certificate in Quantitative Methods
University of Rochester, Rochester, NY
Mar 2015

**M.A. in Social-Personality Psychology** with Honors/Distinction
University of Rochester, Rochester, NY
Oct 2009

**B.A. in Psychology** with Honors and Departmental Distinction
Summa cum laude
Albright College, Reading, PA
Dec 2004

B. APPOINTMENTS

**Instructor**, Department of Psychology, Florida Atlantic University
Aug 2014 – Present

**Lecturer**, Department of Psychology, Brock University

C. SELECTED PEER-REVIEWED PUBLICATIONS


D. SELECTED OTHER PUBLICATIONS


E. SYNERGISTIC ACTIVITIES


Preconference Poster Review Committee, SPSP 2012

Conference Poster Review Committee, SPSP 2011

F. COURSES TAUGHT

Experimental Design and Statistical Inference
Statistics and Research Design for the Behavioral Sciences
Introduction to Statistical Methods in Psychology
Psychological Research Methods
Social Psychology and Individual Differences
Psychology of Gender
Honors Seminar
DONNA ROSE MARION

Professional Preparation
Florida Atlantic University, Boca Raton, FL (2003-2011)
- Ph.D. Experimental Psychology 2011 Developmental/Social/Quantitative
- M.A. Psychology 2008 Developmental Psychology
- B.A. Psychology 2005 Summa Cum Laude

Appointments
Instructor, Florida Atlantic University, Department of Psychology, August 2014 - PRESENT
Managing Editor, International Journal of Behavioral Development, January 2014 - PRESENT
Editorial Board Member, Journal of Youth and Adolescence, 2013 - PRESENT
Adjunct Instructor, Florida Atlantic University, Department of Psychology, 2012-2014
Adjunct Instructor, Nova Southeastern University, 2010

Peer-Reviewed Publications


Courses Taught
- Social Psychology
- Social Behavior Lab
- Experimental Design and Statistical
- Psychology of Women
- Psychology of Women
- Psychology of Human Development
- Human Development Lab
- History of Psychology
- Intermediate Statistics Lab

Nine sections 2009-2014
Seven sections 2009-2014
Six sections 2010-2014
Six sections 2012-2014

DISTANCE LEARNING 2014
2012
2012
2011
Five sections 2007-2011
KRYSYL D. MIZE

1 PERSONAL DATA

Name: Krystal Diane Mize, Ph. D.
Address: 777 Glades Road, Boca Raton, FL 33431
Telephone: 561-297-3369

Email: kmize1@fau.edu

2 EDUCATION

Ph. D. Experimental Psychology, Florida Atlantic University: Aug. 2008
Area of Concentration: Evolutionary Psychology
Dissertation: Infant jealousy responses: Temperament and EEG
Dissertation Co-Chairs: Nancy Aaron Jones, Ph. D. & David F. Bjorklund, Ph. D.
College Honor: 2008 Outstanding Academic Student in Science

M. A. Psychology, Florida Atlantic University: Aug. 2006
Thesis: Intimate partner homicide methods in heterosexual and homosexual relationships
Thesis Chair: Todd K. Shackelford, Ph. D.

Program Concentration: Experimental
Minor Area of Concentration: Evolution
University Honor: Threlkeld Prize
Department Honor: Outstanding Researcher

3 PROFESSIONAL & ACADEMIC ACTIVITES

Teaching Activities
2011-present Visiting Instructor and Undergraduate Coordinator, Florida Atlantic University, Boca Raton, FL

Undergraduate Courses Previously Taught or Currently Teaching

Core Courses
Introduction to/General Psychology (Instructor, TA & Peer Mentor)
Social Psychology (Instructor)

Developmental Courses
Introduction to Human Development (Long-Term Substitute Instructor)
Human Growth & Development (Instructor)
Life-Span Human Development (Instructor)
Child and Adolescent Development (Instructor)
Adolescence (Instructor)

Statistics Courses
Intro. & Advanced Data Analysis/Data Analysis Methods (Tutor)
Introduction to Quantitative Psychology (Instructor)
Experimental Design and Statistical Inference (Instructor)

Research Methods Courses
Psychological Experimentation Methods (TA)
Research Methods in Psychology (Recitation Instructor)
Methods of Social Research (Instructor)
Psychological Research Methods (Instructor)
**Applied Research Courses**
- Directed Independent Study (Instructor & Research Supervisor)
- Applied Project (Instructor)
- Structured Research (Instructor)
- Developmental Research Laboratory (Research Supervisor)
- Honor's Thesis (TA & Co-advisor)

**Grants**

**Active Research Grants**
Charles E. Schmidt College, Florida Atlantic University - PI: N. A. Jones 03/12 - 03/13
Neurophysiological development as a function of touch patterns in infants of depressed mothers.
Role: Co-PI  
Amount Awarded: $8000.00

**Editorial Consulting & Reviewing Activities**

**Peer-Reviewed Journals**
- Personality and Individual Differences
- Journal of Family Violence
- Violence and Victims
- S.A.P.I.E.N.S.
- Aggression and Violent Behavior
- Biological Psychology
- Human Nature

**Books**

**Publications**


Thomas C. Monson

Biographical Data:

Date of Birth: October 16, 1948

Place of Birth: Forest City, Iowa

Office Address: Department of Psychology
Florida Atlantic University
Boca Raton, FL 33431

Office Telephone: (561) 297-3373

Home Address: 410 N. Federal Hwy, Apt. 418
Deerfield Beach, FL 33441

Home Telephone: (561) 306-9101

Email: Monsontc@fau.edu; Monsontc@aol.com

Professional Preparation:

Graduate: University of Minnesota
Specialization: Social Psychology and Personality
Ph.D., Psychology, 1976
Minor: Statistics

Undergraduate: University of Iowa
B.S., Honors in Psychology, 1971

Appointments-Academic Experience:

1982 – Present Associate Professor
Florida Atlantic University

1976 – 1982 Assistant Professor
University of Texas at Arlington

1974 – 1975 Instructor, University of Minnesota

Peer-Reviewed Publications in last 7 years: None
Selected Other Publications in last 8 years:


Synergistic Activities: None

Collaborators and Other Affiliations: None

Courses Taught:

Undergraduate:  
- Social Cognition & Behavior
- Personality
- Experimental Studies in Personality
- Social Psychology
- Laboratory in Social Psychology
- Human Relations
- Personality Testing and Measurement
- Research Methods
- Experimental Design & Stat Inference
- Research in Personality
- Intermediate Stat Lab

Graduate:  
- Seminar in Experimental Studies of Personality
- Teaching Psychology
- Experimental Design II
- Experimental Design I
- Advanced Social Psychology
- Seminar on Person Perception
- Seminar on the Interaction Between Traits and Situations

Community Engagement or Out-reach: None
Andrzej Nowak

A. Professional Preparation
University of Warsaw, psychology
Stanford University, 1974-1975
M.A. University of Warsaw, 1978
Ph.D. University of Warsaw, 1987
Habilitation, University of Warsaw, 1996
Full professor, Warsaw, 2004
Full professor Florida Atlantic University 2010

B. Appointments
Assistant Professor, Faculty of Psychology, University of Warsaw, 1981-1986
Associate Professor, Faculty of Psychology, University of Warsaw, 1987 –1996
Professor, Faculty of Psychology, University of Warsaw, 1996 to present
Director, Center for Complex Systems, Institute of Social Studies, University of Warsaw, 1990 to present
Professor, Faculty of Psychology, Warsaw School of Social Psychology 1999 to present
Associate professor, Florida Atlantic University, 2000 to 2010
Professor, Florida Atlantic University, 2010 to present
Visiting scholar, Department of Psychology, University of North Carolina at Chapel Hill, 1989
Visiting Scholar, Netherland’s Institute for Advanced Studies, Wasenaar, 1995
Visiting Professor, Center for Advanced Studies in the Social Sciences, Vienna, 1996.
Visiting Professor Connecticut College 2002-2003, New London

C. Selected Peer-Reviewed Publications

C. Selected Other Publications or Products/Grants
D. **Synergistic Activities**

F. **Collaborators and Other Affiliations**
- University of Warsaw
- University of Maryland
- Columbia University

G. **Courses Taught**
- Dynamical Social Psychology
- Models of Social Processes
- Dynamics of social issues
- Social Dynamics
- Cognition Lab
- Cognitive Psychology
- Complexity in Social Change
- Human Machine Interaction

H. **Community Engagement or Out-reach**
- Presentation in European Parliament on narratives for Europe 2013
- Organization of science and art exhibition on narratives Center for Contemporary Art. Warsaw 2012
- Organization of art and science exhibition Extremely rare events Center for Contemporary Art. Warsaw 2012
David G. Perry

A. Professional Preparation

B.A. (Psychology), University of Oregon, 1967
M.A. (Psychology), University of Wisconsin, 1970
Ph.D. (Psychology), University of Wisconsin, 1972

B. Appointments

1972-1978, Lecturer in Psychology, University of Queensland
1978-1980, Associate Professor of Psychology, University of Alberta
1980-1982, Associate Professor of Psychology, Florida Atlantic University
1982-present, Professor of Psychology, Florida Atlantic University

C. Selected Peer-Reviewed Publications


D. Selected Other Publications or Products/Grants

None

E. Synergistic Activities

Member of the Advisory Panel for the Social and Developmental Psychology Program of the National Science Foundation (grant review panel) (1986–1989).

Member of the Committee of Visitors of the National Science Foundation (committee appointed to evaluate the Social Psychology Program) (1986).


Member of NIH Study Section RPHB-4 (Risk, Prevention, & Health Behavior Integrated Review Group) (2000-2006).
Service at Florida Atlantic University: Chair, Department of Psychology, 1982-1986; Member, Institutional Review Board, 2000-present; Member, College of Science Promotion and Tenure Committee, 2006-2013.

F. Collaborators and Other Affiliations

Collaboration is principally with graduate students.

G. Courses Taught

Personality and Social Development (upper-division undergraduate level)
Seminar in Personality and Social Development (graduate level)
Seminar in Aggression and Gender
Seminar in Moral Development
Introductory Statistics
Human Development

H. Community Engagement or Out-reach

Member of School Board, A.D. Henderson University School, 2001-2008.
NAME: Monica Rosselli

POSITION TITLE: Professor and Assistant Chair of Psychology

Department of Psychology, Florida Atlantic University

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

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

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universidad Javeriana, Bogotá, Colombia</td>
<td>BA</td>
<td>07/1980</td>
<td>Psychology</td>
</tr>
<tr>
<td>Ball State University, Muncie, IN, USA</td>
<td>MA</td>
<td>09/1982</td>
<td>Psychology</td>
</tr>
<tr>
<td>Universidad Nacional Autónoma de México, Mexico, DF, Mexico</td>
<td>PhD</td>
<td>12/1989</td>
<td>Bio Medical Sciences/Neuropsychology</td>
</tr>
</tbody>
</table>

A. Positions and Honors

Positions and Employment:

1990-1993 Neuropsychologist, Department of Neurology, Hospital San Juan de Dios, Bogota – Colombia.
1994-1996 Assistant Professor of Psychology, Miami Institute of Psychology, Miami, Florida.
1995-1996 Consultant Neuropsychologist, Division of Behavioral Neurology, University of Miami\Jackson Memorial Hospital.
1996-2003 Adjunct Assistant Professor of Neurology, University of Miami/Jackson Memorial Hospital.
1996-1999 Assistant Professor of Psychology, Florida Atlantic University (FAU), Davie, Florida.
1999-2002 Associate Professor of Psychology, Florida Atlantic University, Davie, Florida.
2000-2002 Chair, Division of Psychology, College of Liberal Arts, Florida Atlantic University.
2002-pres Assistant Chair, Department of Psychology, Charles Schmidt College of Science, FAU.
2007-pres Professor, Department of Psychology, Charles Schmidt College of Science, FAU.

Honors:

1997 Colombia National Prize of Science for research on Familial Alzheimer's Disease
2000 Fellow National Academy of Neuropsychology
2000 Award for Excellence in Undergraduate Teaching - Florida Atlantic University
2012 Clinical Neuropsychology Spanish Consortium: Hispano-American Neuropsychology Award

B. Selected Peer-reviewed Publications (student co-author in bold italics)


**C. Research Support**

**ACTIVE**
Florida Atlantic University – Seed Research Program  
Rosselli/Tappen (PI)  
Development and Testing of a Functional Scale for Mild Cognitive Impairment  
The purpose of this study is to develop a brief measure of function based on patient and caregiver report.  
Role: PI

**COMPLETED**
NIH, NINR 1R01 NR0774  
Tappen (PI)  
Culture Bias in Testing Expressive Ability in Dementia  
Examine existing and newly created measures of expressive language and mood for culture bias in use with older African Americans and Hispanic Americans and refined and modified those instruments that do not demonstrate adequate reliability and validity until satisfactory levels are achieved. Role: Co-PI

National Academy of Neuropsychology  
Rosselli (PI)  
Assessment of Hispanics in the U.S.  
Adapt a neuropsychological battery to the U.S. Hispanic population and to established valid norms. Role: PI

Johnnie Byrd Alzheimer’s Center and Research Institute  
Williams (PI)  
Comparison of Same and Different Culture Raters of Expressive Abilities in Dementia  
Identify the potential influence of the ethnic/cultural background of the rater on cognitive and psychiatric testing in older adults screened for cognitive impairment. Role: Investigator

**D. Courses taught**
Undergraduate: Neuropsychology, Developmental Neuropsychology, Research Methods in Psychology  
Biological Bases of Behavior, Laboratory in Neuropsychology, Abnormal Psychology

Graduate: Developmental Neuropsychology, Neuropsychology Seminars, Neuropsychology of Aging

**E. Professional activities**
Associate Editor  
Journal "Neuropsicología, Neuropsiquiatría y Neurociencias" (Neuropsychology, Neuropsychiatry and Neuroscience) 1998 – present

Editorial Boards  
Child Neuropsychology -2012-present  
*Estudios de Psicología* -2012- present  
Psychological Assessment – 2014
Ryne A. Sherman, Ph. D.
Assistant Professor
Department of Psychology
Florida Atlantic University, Boca Raton FL, 33431; rsherm13@fau.edu

Professional Preparation
Monmouth College Psychology & History Bachelor of Arts, 2006
University of California, Riverside Personality & Social Psych. Master of Arts, 2008
University of California, Riverside Personality & Social Psych. Ph. D., 2011
Minor Area of Study: Quantitative Psychology, 2009

Appointments
Assistant Professor of Psychology, Florida Atlantic University, 2011-present

Selected Peer-Reviewed Publications
(* indicates graduate student co-author)

Other Selected Publications & Grants
(* indicates graduate student co-author)
Synergistic Activities
1. 2012-2013 FAU College of Science Teacher of the Year; University Finalist (of 9)
2. 2012-present Organizer, Psychology Department Weekly Statistical Methods and Research Topics meetings
3. Invited Instructor, R Workshop at Association for Research in Personality meeting: Riverside, CA; June 2012
4. Invited Instructor, Summer School in Robust Statistics: Bertinoro, Italy; July 2012
5. Invited Instructor, Summer School on R: Bertinoro, Italy; August 2014
6. Author and Maintainer of the \{multicomp\} R package
7. Peer-Reviewer for 30+ manuscripts per year for past 2 years
9. Psi Chi Advisor (2012-present)
10. Ad-hoc member of Statistical Analysis Team for FAU Task Force for Student Success (2013-14)

Collaborators & Other Affiliations (Last 48 months)

Collaborators (Research)
Nicolas A. Brown, Guillaume Dumas, Aurelio J. Figueredo, David C. Funder, David Gallardo-Pujol, Esther M. Guillaume, Ashley Bell Jones, Todd B. Kashdan, Christopher S. Nave, John Rauthmann, David G. Serfass, Jean M. Twenge, Dustin Wood, Jessica Yarbro, Matthias Ziegler

Ph.D. Advisor: Dr. David C. Funder, University of California, Riverside

Current Graduate Students Advised (6 Total, 3 Ph. D. & 3 M.A.)
Ph. D. - Nicolas Brown, Ashley Bell Jones, David Serfass,
M. A. - Candace Moreland, Rachel Rosen, Melissa Stiksma

Courses Taught
Social Psychology (SOP3004): Fall 2011-14, Spring 2014-15
Personality Psychology (PPE4700): Summer 2013
Advanced Personality Psychology (PSY6930): Spring 2012; 2014
Linear Models (PSY6930): Spring 2013; 2015
Robert William Stackman Jr., Ph.D.

A. Professional Preparation

<table>
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<tr>
<th>Institution</th>
<th>Field</th>
<th>Degree</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allegheny College</td>
<td>Psychology</td>
<td>B.S.</td>
<td>1986</td>
</tr>
<tr>
<td>Rutgers, the State Univ. of New Jersey</td>
<td>Behavioral Neuroscience</td>
<td>M.S.</td>
<td>1990</td>
</tr>
<tr>
<td>Rutgers, the State Univ. of New Jersey</td>
<td>Behavioral Neuroscience</td>
<td>Ph.D.</td>
<td>1994</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>Neurophysiology</td>
<td>Postdoc</td>
<td>1995</td>
</tr>
</tbody>
</table>

B. Appointments

- 2013-pres: Associate Director, FAU Neuroscience Cluster, Florida Atlantic Univ., Jupiter, FL
- 2013-pres: Associate Professor, Department of Psychology, Florida Atlantic Univ., Jupiter, FL
- 2005-2012: Associate Professor (tenured in 2010), Department of Psychology, Florida Atlantic University, Boca Raton, FL
- 1998-2005: Assistant Professor, Dept Behavioral Neurosci, Oregon Hlth Sci Univ, Portland, OR

C. Selected Peer-Reviewed Publications


D. Selected Other Publications


E. Synergistic Activities

- 2014: Ad hoc member, NIH CSR Study Section: Pathophysiological Basis of Mental Disorders and Addictions (PMDA), October 1-2, 2014.
- 2014-pres: Vice-chair, Institutional Animal Care and Use Committee, Florida Atlantic Univ.
- 2010-2011: Teacher of the Year, Charles E. Schmidt College of Science, Florida Atlantic Univ.
- 2009-2010: Researcher of the Year at the Associate Professor level, Florida Atlantic Univ.
2008-pres: Ad hoc Scientific review member, NIH, Ctr for Scientific Review, Special Emphasis Panel ZRG1 F02A-J
20L, Fellowships: Behavioral Neuroscience.

F. Collaborators & Other Affiliations

Collaborators & Co-Editors. Kenneth Dawson-Scully (FAU), Robert P. Vertes (FAU), Kathleen Guthrie (FAU),
Rui Tao (FAU), John P. Adelman (Oregon Health & Science University), David Bucci (Dartmouth College), Sathya
Puthanveetil (Scripps – Florida), Jeffrey S. Taube (Dartmouth College), Michael Zugaro (College de France).

Graduate Advisors and Postdoctoral Sponsors: Thomas J. Walsh (deceased, graduate advisor, Rutgers), Jeffrey
S. Taube (postdoctoral advisor, Dartmouth).

G. Courses Taught

PSB 3002, Biological Bases of Behavior 1 (Spring 2006, Fall 2006-2009, 2014)
PSB 6037, Principles of Neuroscience (Spring 2009)
PSB 6345, Neuroscience 1 (Fall 2006-2014, with Vertes ’06-’10,’14; Dawson-Scully ’11-13)
PSB 6346, Neuroscience 2 (Spring 2007-2014 with Vertes ’07-’11; Blanks ’12-’14)
PSY 4930, 6930, Current Topics in Neurobiology of Learning & Memory (Spring 2008)
PSY 4930, Research in Psychobiology (Fall 2010-2011)
PSY 6930, Hippocampal Damage & Amnesia (Spring 2010, with Kersten)
EXP 6908, Neuroscience Seminar (Fall 2009-2010, Spring 2011, with Dawson-Scully)
EXP 6930, Memory and the Hippocampus (Fall 2014, with Kersten)
BSC 6930, Advanced Neurophysiology Lab (Spring 2012-2013, w/ Murphey, Dawson-Scully)

H. Community Engagement or Outreach

Summer Internship in Neuroscience Research, Provided local high school students the opportunity to intern in a
behavioral neuroscience research lab. This effort enabled Josh Stadlan (2009) and Jeffrey Herr (2013) to gain hands-
on experience testing neurobiology of long-term memory.

Invited plenary lecturer at the 2014 Alzheimer’s Educational Conference, Basic research to discover novel treatments of
Alzheimer’s disease-related memory deficits. West Palm Beach, FL (March 14, 2014).
Robin R. Vallacher

Professional Preparation
B.A. San Diego State University, 1969
   (B.A. with Highest Honors; Phi Kappa Phi)
M.A. Michigan State University, 1972
Ph.D. Michigan State University, 1975
   (NSF Trainee, 1970-1974)

Appointments
Navy Medical Neuropsychiatric Research Unit, San Diego, California, summers, 1970, 1971
Department of Psychology, Illinois Institute of Technology, 1975-1985
Department of Psychology, Florida Atlantic University, 1985 to date

Selected Peer-Reviewed Publications (most recent 5 from last 7 years)

Selected Other Publications (from the last 7 years)
Collaborators and Other Affiliations
Research Affiliate, *Center for Complex Systems*, University of Warsaw, Poland, 1997 to date
Research Affiliate, *Advanced Consortium on Cooperation, Conflict, and Complexity*, Columbia University, 2008 to date
Visiting Scholar:
- Department of Psychology, University of Texas at Austin, 1982
- Psychological Institute, University of Bern, Switzerland, 1990
- Max Planck Institute for Psychological Research, Munich, Germany, 1992
- Department of Psychology, University of Montpellier 1, France, 2007

Courses Taught
Undergraduate
- Introductory Psychology
- Psychology for Business Majors
- Social Psychology
- Social Cognition
- Experimental Studies of Personality
- Research Methods
- Honors Seminar
- Directed Independent Study
- Research in Dynamical Social Psychology

Graduate
- Advanced Social Psychology
- Social Psychology (M.B.A. program)
- Group Dynamics
- Social Cognition
- Self-Concept and Behavior
- Advanced Social Behavior
- Experimental Studies of Personality
- Evolutionary Psychology
- Dynamical Social Psychology
- Conflict and Complexity
NAME
Robert P. Vertes

eRA COMMONS USER NAME
Rvertes

POSITION TITLE
Professor

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

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>YEAR(s)</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Dayton, Dayton, OH</td>
<td>B.A.</td>
<td>1968</td>
<td>Psychobiology</td>
</tr>
<tr>
<td>The New School University, New York, NY</td>
<td>Ph.D.</td>
<td>1975</td>
<td>Neurophysiology</td>
</tr>
<tr>
<td>(doctoral training and dissertation done at The Rockefeller University under Dr. Neal E. Miller)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Michigan, Ann Arbor, MI</td>
<td>Post-doc</td>
<td>1975-1977</td>
<td>Neurophysiology</td>
</tr>
</tbody>
</table>

A. Positions and Honors

1978-1981 Assistant Research Scientist, Department of Physiology, University of Michigan, Ann Arbor, MI
1982-1984 Assistant Professor, Department of Physiology, Wayne State University, Detroit, MI.
1984-1986 Assistant Professor, Division of Basic Medical Sciences, Mercer University School of Medicine, Macon, GA
1986-1989 Associate Professor, Division of Basic Medical Sciences, Mercer University School of Medicine, Macon, GA
1989-1993 Associate Professor, Center for Complex Systems and Brain Sciences, Florida Atlantic University, Boca Raton, FL
1993-pres. Professor, Center for Complex Systems and Brain Sciences, Florida Atlantic University, Boca Raton, FL.

B. Selected Peer Reviewed Publications


(*) denotes publications done with students of the PI

Research Support


Service

Local:

Personnel Committee, Department of Psychology
Graduate Committee, Center for Complex Systems and Brain Sciences

National:

Editorial Board: Journal of Comparative Neurology
Review Editor, Frontiers in Neuroscience
Review Editor, Frontiers in Sleep and Chronobiology
DAVID L. WOLGIN

Professor and Chair
Department of Psychology
Florida Atlantic University
Boca Raton, Florida 33431

Education

Ph.D. 1973 Rutgers University, New Brunswick, NJ
M.A. 1968 Vanderbilt University, Nashville, TN
B.A. 1967 Rutgers University, New Brunswick, NJ

Academic Experience

1996 - Present  Chair
                Department of Psychology
                Florida Atlantic University
                Boca Raton, FL

1999 - Present  Professor of Biomedical Science
                Florida Atlantic University
                Boca Raton, FL

1990 - Present  Professor of Biological Science
                Florida Atlantic University
                Boca Raton, FL

1985 - Present  Professor of Psychology
                Florida Atlantic University
                Boca Raton, FL

1979 - 1985    Associate Professor of Psychology
                Florida Atlantic University
                Boca Raton, FL

1975 - 1979    Assistant Professor of Psychology
                Florida Atlantic University
                Boca Raton, FL

1974 - 1975    Research Associate, Department of Psychology,
                University of Illinois
                Champaign, IL

1972 - 1974    Postdoctoral Fellow
                Institute of Neurological Sciences
                University of Pennsylvania, School of Medicine
                Philadelphia, PA
Selected Peer-Reviewed Publications


Synergistic Activities

Grant Support
1990-1993  PHS Grant RO1DA 04592, Role of instrumental learning in tolerance to stimulants, National Institute on Drug Abuse. $156,373 (direct costs).

1993-1996  PHS Grant R01DA 04592, Role of instrumental learning in tolerance to stimulants, National Institute on Drug Abuse. $331,393 (direct costs).

1997-2002  PHS Grant RO1DA 04592, Role of instrumental learning in tolerance to stimulants, National Institute on Drug Abuse. $608,577 (direct costs)


Courses Taught

**Undergraduate**

PSY 3213 Research Methods in Psychology
PSB 4406 Biological Bases of Behavior 2
PSB 4444 Psychopharmacology

**Graduate**

PSB 6058 Seminar in Behavioral Neuroscience
PSY 6930 Special Topics in Psychology