Welcome to the latest edition of the Psychology Department Newsletter!

This issue will look back over the 2013-2014 academic year. Faculty, staff, emeritus faculty, and alumni are recognized as contributors and valued resources of our department and we want to share with you our new initiatives and accomplishments.

As usual, the Psychology department had a very productive and successful year. With a total of 28 conference presentations, the faculty were busy spreading their research far and wide. In total, 24 different students attended conferences to share their research along with the faculty.

The faculty also had 47 publications this year, with 20 different student co-authors. Check out the listings of all faculty publications and presentations to see the great work our faculty and students are doing.

At the conclusion of the 2013-2014 school year, Dr. Ted Cascio completed his time with the department as a non-tenure track faculty member. We thank him for his time and service to the department, and he will be missed! Starting in the fall of 2014, Dr. Dan Kaplin will join the department, teaching a variety of classes as our new non-tenure track faculty member. We’re looking forward to the great things he will bring to the department!

We’re so proud of the great work in the department this year.

Don’t forget to keep in touch with us! We’d love to hear from you!

Maddie Weinland, Program Coordinator
Assessment

This year the Assessment Committee worked with front office staff on the following projects:

- Pre-post 096 surveys, and post 097-099 surveys were administered again, with help from GA John Eldis and Program Coordinator Maddie Weinland.

- Maddie and the front office staff collected the indirect measures begun last year as part of the first phase in our assessment cycle. We will not report these measures again until the cycle repeats, but the information is reviewed for any aberrations.

- Maddie Weinland and Jean Kirnan continued collaboration with Deb Kelly of Career Center on the conversion of TCNJ first year out alumni survey from paper and pencil/phone inquiry to online format using Qualtrics. To date, we have received 46, response rate of 29.5%. This represents a slight increase in responses from the previous year (21.0%) when Psychology administered its own first year out survey to alumni.

- A research project in TAPLab conducted by senior Erin Brendel attempted to increase student motivation for departmental assessment. Published literature suggests that students have little motivation for assessment tasks which are "low stakes" for students but "high stakes" for academic departments. Erin created a PowerPoint presentation targeting specific topics theorized to impact student motivation. While her hypotheses were not supported, she did find that TCNJ students with or without the manipulation scored higher on measures of student motivation when compared to normative data. While we were not able to manipulate motivation, we feel some sense of assurance that our students are motivated to perform their best on assessment measures; thus, adding confidence to our measures and outcomes.

- Two measures of Psychology Knowledge were finalized this year through the efforts of TAPLab, PSY386 (Psychological Testing), and department faculty. The General Psychology Knowledge measure begun last year was finalized following data collection, item analysis, and faculty review. Over the summer of 2013 faculty generated items for the Advanced Psychology Knowledge measure which was similarly administered and analyzed this year. Both measures are ready now for administration and analysis of this program outcome, Psychological Knowledge, during next academic year, 2014-15.

- This year, 2013-14, marks the second year on our assessment cycle and we completed our analysis of PSY121 and PSY203 instruments created earlier. The learning outcomes assessed are: Psychology as a Science, Critical Thinking, Ethics and Information Competence. Previously we had correlated scores of these measures with grades in their respective courses. This year we extended those correlations to include additional courses in the methodological core. Our analyses found significant positive correlations with grades for the subsequent course in this required sequence. A report will be developed over the summer to reflect this work and will be submitted to LOAC (Learning Outcomes and Assessment Committee of HSS) in fall 2014.

Brown Bag Series

- Dr. Shaun Wiley: “Comrades in the Struggle: Stigma and men’s willingness to act for gender equality.”

- Dr. Andy Leynes: Faculty Senate Colloquium for the Recognition of Faculty Research and Creative Activity “Re-conceptualizing the “Wax Tablet” metaphor of memory: How electrical measures of brain activity help us understand how memory works”

- David Frost, Columbia University - “The complicated effects of closeness on health in long term romantic heterosexual relationships”

- Dr. He Len Chung: "Hope and Despair: The Power of Letting Youth Tell It Like It Is."

- Dr. Dominic Packer: “When and why do people decide to dissent?”

- Dr. John Ruscio: “What They Imagine They Can Design: A Story of Difficult Choices and New Ways of Thinking.”

PIPER

42 separate PIPER opportunities were available to students this semester, with 2444 occurrences, and 4793 credits awarded. These projects involved 119 student administrators. There were 356 strikes allocated.

RPE

Reviewing new and revised research proposals was our committee’s primary work. We reviewed a total of 31 new proposals this year, a similar number to the 27 proposals that we reviewed last year. All but two proposals were approved, although minor revisions were frequently requested. Two proposals were initially rejected for exceeding our standards of minimal risk. Both were eventually accepted following substantial revisions.
The main work of the committee this year was to consider changes in the menu of foundation courses and specialized courses. We began by discussing what should designate a course as “foundation” or “specialized.” We considered how the decreasing number of students with specializations relates to the distribution of topics. We invited interested faculty to share their ideas about courses that would benefit students and for which we have faculty resources. In a series of meetings, beginning in December, we discussed various options.

The committee eventually decided that Social Psychology of Power, Oppression, and Privilege (PSY 218) should be transformed to become a 300-level specialized course. The Psychology Department voted to accept this recommendation, and Chu Kim-Prieto will prepare the transformed course next year. The committee also decided to add Social-Personality Psychology to the menu as a foundation course. This course will complement the current Personality course (PSY 216), which is particularly relevant for students with clinical-psychology plans. The Psychology Department voted to accept this recommendation, and the new course (PSY 215) will be prepared by Jarret Crawford and Shaun Wiley in time to go to the Curriculum Committee this fall. As an offshoot of our discussions of what designates a course as “specialized,” we reviewed all of the prerequisites for 300-level courses. They vary considerably; many courses require PSY 121, while others require only 101, and one requires 299. Many require one or more foundation courses (instead of or in addition to 121). After discussion, we decided that uniformity in prerequisites is not necessary, and we made several changes considered desirable by the faculty who teach the courses. For example, Sensation and Perception (PSY 311) will have only PSY 101 as its prerequisite; Tamra Bireta said that no other prereq is needed, and this will make the course available for incoming external transfer students.

Another topic that we considered this year, in response to Dean Rifkin’s request, was how the department can encourage Psychology students to study abroad. A proposal summarizing our ideas was sent to Dean Rifkin in June.

This chart shows the total student enrollments in each type of research experience for past four years. Our students continue to engage in a variety of faculty-sponsored research opportunities available throughout the school year and over the summer.

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In the 2013-2014 academic year, the Admissions Committee reviewed almost 70 applications from current TCNJ students wishing to declare psychology as their major, and despite a competitive year we were able to accept the majority of those students. We also reviewed over 100 applications from students applying to transfer to TCNJ from other institutions who were interested in majoring in psychology if admitted. We are pleased that students continue to seek out psychology as their academic major!

A new executive board was put in place in the spring of 2014 and they are actively planning a number of events for the new academic year.

Psi Chi was advised by Jarret Crawford for the 2013-2014 school year. In March, 2014, 59 students were inducted into Psi Chi.
Faculty Accomplishments: Publications

(Students Underlined)

47 Total Presentations: 20 Student Contributors


23. Graham, J.A. (2014, April 3). Why should a parent know about the impact of race on a young child? Spring Blog. Re-
Faculty Accomplishments: Publications
(Students Underlined)

47 Total Presentations: 20 Student Contributors


Faculty Accomplishments: Conference Presentations
(Students Underlined)

28 Total Presentations: 24 Student Contributors


Faculty Accomplishments: Conference Presentations Continued

(Students Underlined)

28 Total Presentations: 24 Student Contributors


Department Accomplishments

- Jessica Barnack-Tavlaris welcomed twins on April 30. Their names are Georgia Rae and Jackson Will Tavlaris.

- He Len Chung was awarded a Mini-Grant from the Society for Community Research and Action, APA Division 27 (period: August 2013 – July 2014). Grant title: Media Literacy and Youth Development.

- Jarret Crawford was Awarded sabbatical for Spring 2015, awarded SOSA for 2014-2016 and awarded MUSE for summer 2014.

- Jason Dahling HSS Professional Development Award for 2014 and MUSE funding for summer 2014

- James Graham’s article *Children of color and parental incarceration: Implications for research, theory, and practice* was one of “Most Read Articles of 2013” in the *Journal of Multicultural Counseling and Development*. He research collaboration with non-profit organization and TCNJ senior honors thesis students, Katharine Scott and Michael Spekhardt, was featured in *TCNJ Magazine* pieced call "Great minds thinking alike" in May 2014. In addition, he was a member of the board of trustees for a couple of organizations (i.e., Children’s Home Society of New Jersey (CHSofNJ); Trenton Education Dance Institute (TEDI)) and an Ad hoc reviewer for journals, such as *Child Development, Social Development, International Journal of Behavioral Development*.

- Lisa Grimm was tenured in summer 2013 and promoted to Associate Professor. She will become the FSP Coordinator for the college this summer.

- Julie Hughes had a son on September 21, 2013. His name is Eliot Royal Hughes.

- Chu Kim-was on Sabbatical in Seoul, South Korea. While there, she collected data on the effect of emotions on health behavior and worked on an edited volume on cultural variations in the intersection of religion and positive psychology. While there, she also gave a departmental colloquium on her research. Working with graduate students at Yonsei University (one of the top universities in South Korea) was fun but I’m looking forward to getting back to teaching and our own TCNJ students!

- Jean Kirnan completed 3 year term as Chair of the HSS Learning Outcomes Assessment Committee (LOAC) and was a Student Conduct Advisor (completed training in Fall, represented student in a case in spring).

- Margaret Martinetti completed her first year of 2013-2015 SOSA award: The Behavioral Economics of Alcohol Abuse in Human and Animal Models. Dr. M. survived repatriation in the U.S. after her sabbatical year in Amiens, France. She and her family are fortunate to return regularly to Amiens to spend time with their friends, speak the language, and enjoy the fabulous French cuisine.

- John Ruscio was on sabbatical Fall 2014. While on sabbatical, he wrote a book titled *What They Imagine They Can Design* and it’s intended to introduce principles of basic economics and behavioral economics.

- Jeanine Vivona took over as Department Chair in Fall 2013.

- Maddie Weinland had 2 short stories published.

Pedagogical Workshops

Mandatory Workshops for Instructional Interns Included:

- Using PowerPoint Effectively
- Research Ethics
- Interteaching
- Graduate School In Psychology Info Session
- Challenges of the II position
- Using Prezi
- Commentary on Papers: APA Style and Writing Help
Day to Day Activities

Many thanks to Nadirah Shakir who continues to manage the front office. We have been blessed with excellent assistance from student workers DeAnna Varilias and Eva Carrara, research assistant, Cliff Weekes, and graduate assistant, John Eldis. There is insufficient room in this newsletter to cite all the day to day contributions of staff, student workers, adjuncts and faculty. Thanks for your ongoing efforts on numerous committees and ad hoc assignments.

The department keeps functioning smoothly thanks to the following (with their chairs): Academic Programs (Betsy Ruddy), Adjunct Mentoring and Support (Art Hohmuth), Admissions (Julie Hughes/James Graham), Assessment (Jean Kirnan), Ceremonies & Recognition (James Graham/Julie Hughes), Colloquia (Jarret Crawford), Department Resources (Tamra Bireta), Grievance (Art Hohmuth), Independent Study (Lisa Grimm), Internship (Art Hohmuth, Ashley Borders), PIPER (Jarret Crawford), Promotions (Jean Kirnan), Research, Planning and Ethics (Shaun Wiley), Psychology Club (Tamra Bireta & Art Hohmuth), Psi Chi (Jarret Crawford) & Student Awards (Margaret Martinetti).