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Academic Program Review

University of Nebraska at Kearney
Department of Psychology

Self-Study: 2018

Submitted by
the Faculty of the Psychology Department
Theresa A. Wadkins, Chair
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Introduction

The University of Nebraska at Kearney (UNK) is a comprehensive university with an approximate enrollment of 6600 students. It is located in Kearney, a city of 32,000 in south central Nebraska. Originally established as a Teachers College in 1905, the institution has evolved into a premier undergraduate, residential university ranked in the top 10 Public Midwest Regional University by U. S. News and World Report.

The ten regular and one adjunct members of the Psychology Department faculty strive to provide UNK students with an undergraduate program that is both innovative and academically challenging. The Department of Psychology offers undergraduate degrees in psychology, a multi-disciplinary degree in psychobiology, a teaching-subject endorsement, and a multi-disciplinary minor in gerontology. The department is not engaged in graduate education although all of our faculty are certified as University of Nebraska graduate faculty and several have served on masters and doctoral theses/dissertation committees.

Since the previous APR, there have been numerous changes to the personnel of the Psychology Department. In addition to Dr. Fritson being appointed Full Professor we have experienced substantial turnover in the department that led to the hiring of 4 faculty to fill 3 vacant roles and we were able to add another full-time faculty position. We have also hired 3 different office associates since our long-time associate retired in 2015.

Since 2013, the previous APR year, 205 students have graduated from UNK with a degree in psychology. The majority of these students (51%) have applied to or gone on to graduate school while others have entered into the job market working in human resources management, occupational therapy, law enforcement, etc.

In 1996, the department won the University of Nebraska departmental teaching award – this annual competition includes departments from Omaha, Lincoln, and Medical Center campuses. Since the last APR in 2013, the UNK psychology faculty have won numerous awards during this period of review, including UNK Creative Teaching Awards, UNK and CNSS Awards for Faculty Mentoring, and Pratt-Heins Awards for Excellence in Teaching and in Service.

In 2000, the department was named one of 15 priority programs on the UNK campus and made eligible for recurring supplemental funding originating from the University of Nebraska Central Administration. This funding has provided the department with money to support the Human Subjects Coordinator position, the biennial high school psychology fair, computer acquisitions and operating system upgrades, and the creation of assessment instruments.

A cornerstone of the undergraduate experience in psychology is our undergraduate research program. Within the past five years, the faculty have continued to sponsor publications by students, grant/fellowship applications by students, and conference presentations by students and
posters/oral presentations at the UNK Student Research Day. Also, faculty have collaborated with students on co-authored publications and co-authored conference presentations. A second area that defines the department is the faculty’s involvement in the scholarship of teaching and learning. During the past five years, the faculty have published articles/chapters on teaching, presented papers on teaching issues at national and regional conferences, and delivered colloquia/workshops on teaching.

The Department of Psychology has long been recognized as a cohesive department that shows great concern for students and has a strong emphasis on undergraduate research. Over the years, the department has developed an instructional culture and esprit de corps that brings together ALL members of the faculty working to improve instructional techniques and expanding the means by which students learn. Despite the changes in personnel over the past few years, the same instructional culture and esprit de corps continues. The faculty are strongly committed to undergraduate research, the continuing development of ways to assess and improve the quality of our instructional activities, and the creation of opportunities for ourselves and our colleagues to think and learn about teaching. Our goal is to develop graduates with a clear understanding of the science of psychology, a good grasp of experimental methods, and experience in exploring novel problems via hands-on research projects. As a department we continually evaluate and try to improve our teaching, research, and service activities. We work to combine the best aspects of a public university with the personalized attention available at high-quality, liberal arts institutions.
This section provides a description of the UNK Psychology program’s history, mission, goals, strategic plan, organizational structure, policies/procedures, and activities. The program continues to evolve with the mission to provide students with academic, scholarly, and service opportunities that promote their success for future academic and work force endeavors. The UNK Psychology Department consists of a strong, dynamic group of faculty who remain student-focused, and current regarding pedagogy/scholarship in order to promote students’ and colleagues’ success.
Nebraska State Normal School at Kearney: The psychology program began in 1905 and was headed by W.A. Clark, formerly principal of Psychology and Pedagogy at Peru Normal School. Professor Clark maintained a high profile throughout the state. While still employed by Peru Normal, Clark participated in a 1900 symposium on the History of Education in Nebraska at the 42nd Annual Meeting of the State Teacher's Association in Lincoln. In 1910 he addressed the annual meeting of the Nebraska State Institute on "General Preparation of Instructors." In addition, he served on the state-wide committee that set the standards for major and minor requirements for First Grade Certificates. By 1915, course options expanded, and Charles Emile Benson, a UNL graduate and student of Professor Harry Kirke Wolfe (who established the first psychology laboratory in the Midwest) implemented the study of the psychology of child development at Kearney Normal.

Kearney State Teachers College: In 1921 the college also organized an Extension department, correspondence study directed by Ralph Noyer to keep teachers abreast of their profession and to inform college faculty of actual teaching problems in Nebraska education. Over half of the faculty conducted classes in 27 study centers as far east as Omaha, north as Burwell, and south as Danbury. At first the student cost was only the hotel and travel expenses of the teacher, but later the college charged a three dollar per credit hour fee. One hour of credit demanded at least 15 lecture hours or eight written assignments in classes ranging from Interior Decoration and Football Coaching to College Algebra and Business Psychology.

Kearney State College: Until 1968, the study of psychology was housed in the Division of Education and Psychology. The program was designed to provide students with a fundamental understanding of the psychological principles underlying teaching and learning. In addition to educational psychology courses, general and applied psychology was taught. In 1968, two major Divisions from the KSTC years, the Division of Science and Mathematics and the Division of Social Sciences, combined to form the School of Natural and Social Sciences and the Department of Psychology was created within this new school. At first, the faculty consisted of Mr. Donald Stumpff who had received a Master’s degree from Creighton University in psychopharmacology and served as Acting Chair, and Dr. Leland Asa a graduate of the University of Wyoming. The major consisted of a 16-hour core that included history and systems of psychology, experimental psychology, physiological psychology and applied statistics with an additional 15 hours of electives, many of which were cross-listed in the Department of Counseling and Educational Psychology.

An early concern was creating a departmental identity distinct form education and educational psychology. Donald Stumpff was chair of the department until 1972, by which time the faculty
had increased to four. Mr. Stumpff (who retired in 1982) was the department's founder and the annual “Outstanding Senior in Psychology” award bears his name. At the end of his term as chair, the department established a chapter of Psi Chi: The National Honor Society in Psychology. In 1977, the department moved from an off-campus house to Founders Hall, which allowed us to consolidate our faculty offices, lab, animal colony, and classrooms. Dr. Ernest Matuschka chaired the department from 1972-1979. In that interval, FTE’s increased to six despite KSC’s enrollment declines and subsequent reductions in force. At that time, the B.S. had a 13-hour core with 19 hours of psychology electives.

Kenneth Nikels, who received his doctorate from the University of Nebraska, served as chair from 1979-1983. During his tenure, the major increased to 35 semester hours, with a 20-hour core. More department members (7 FTE) either completed or were hired with Ph.D.’s. An important innovation at this time was the introduction of laboratory courses to accompany advanced content courses. In 1980, the department revised its curriculum so that scientific methodology was emphasized as a fundamental component of the field of psychology. The revision was designed to strengthen the core requirements and to add interdisciplinary tracks, including comprehensive majors in Human Factors (abandoned in the 1990s), Psychobiology, currently under the direction of Dr. Evan Hill, and a minor in Gerontology, currently directed by Dr. Robert Rycek.

University of Nebraska at Kearney: From 1990 to 2010, Richard L. Miller, a Northwestern Ph.D., chaired the department. Curriculum revision was undertaken that added lab components to our core courses in statistics and experimental psychology and to several advanced level content courses. The core program was strengthened to forestall early specialization by our majors.

Over the years, Copeland Hall, built in 1918 as the campus gymnasium, had gradually converted to classroom use. Finally a $4.2 million project renovated the existing space and constructed 25,000 square feet of new classrooms, lecture halls, and office and lab space. Dedicated in 1996, the Psychology Department occupies the entire third floor of the building. The move to Copeland Hall provided the department with student and faculty laboratories, specialized lab facilities in child development and physiological psychology, and human experimental psychology.

In 1991, our undergraduate students first presented the results of their empirical research at the Great Plains Psychology Students' Convention and a significant aspect of the psychology student's experience at UNK was born. Currently, many of our undergraduate students present or publish the results of their research at regional conferences and in refereed journals. In 1999, the department received the University system's Outstanding Teaching Department Award. Beginning in 2000, the department created a biennial Psychology Fair for 400+ high school students of psychology that involves over 100 of our majors who provide demonstrations and exercises that illustrate the science of psychology.

The department was designated a Program of Excellence in 2001, and gained priority program funding, which funds our human subjects’ coordinator and has helped us to purchase scientific equipment. In addition, the department was awarded a program of excellence grant by the College of Education that helped us create an assessment process for students enrolled in the teaching endorsement program.

Under the direction of Dr. Krista Fritson and Dr. Julie Lanz, our Psi Chi chapter and Psychology
club have been re-energized. To expand our undergraduate research opportunities, the
department created an optional lab course that can be attached to any of our content area courses.
We have also expanded our online course offerings. In 2010, Bob Rycek took over the duties of
department chair to be followed in 2012 by Theresa Wadkins. During Dr. Wadkins tenure, the
department continues to grow and thrive.

Many changes occurred between 2012-2017. Four new faculty members were hired between
2014-2017 due to the resignations of Drs. Briner, Miller, and Benz. The new faculty include:
Drs. Evan Hill (Physiological, 2014), Megan Strain (Social, 2014), Julie Lanz (Health, 2015),
and Chris Waples (I/O, 2015).

The department’s administrative assistant of 20+ years, Dee Ellingson, also retired. Joanna
Rolfes was hired as the new office associate to replace Mrs. Ellingson but Joanna’s tenure was
short-lived as her husband took a job in another state after 4 months. She was replaced by Staci
Jacobsen who returned to the registrar’s office after 8 months in the psychology department. We
now have Anita Loveless as our office associate who has been with the department for more than
a year now.

To date, the department continues to promote an organizational culture that supports mentoring
undergraduate research and conducting research that addresses the scholarship of teaching and
learning. The department continues to actively promote a student-focused approach to teaching
and promote attitudes of life-long learning among faculty and students.
UNK Mission

The University of Nebraska at Kearney is a public, residential university committed to be one of the nation’s premier undergraduate institutions with excellent graduate education, scholarship, and public service.

Approved, 2016

Psychology Department Mission

Through the use of a modern undergraduate curriculum that includes laboratory and research experiences, the UNK Department of Psychology strives to facilitate and enhance students’ understanding of the field of psychology, provide them with the skills needed for graduate work and/or employment, and prepare them for life as contributing members of society that is increasingly dependent on scientific literacy.

Approved, 2012
The department is committed to the pursuit of excellence in pedagogy, scholarship, and service. Specific goals that have been identified by the department include the following:

1. Plan for the retirements of two to three faculty in the next five years. While the budget cuts currently challenge replacement of retiring faculty, our goal is to replace any retirements with faculty that will provide coverage of the specialty classes currently taught by those faculty. One of the planned retirements has offered portal and capstone classes in support of the General Studies offerings. The department will be mindful to continue to support the General Studies program with psychology offerings in these areas.

2. Improve the support of early career faculty and new faculty through continued use of course releases for research, encourage attendance of supportive workshops, recruit faculty who have lab-teaching abilities, and develop a structured mentoring program within the department.

3. Continue to enhance the program by systematically assessing the student outcomes based on the APA guidelines in order to provide students with a rigorous, comprehensive undergraduate education as part of a campus-wide, high-quality liberal arts curriculum.

4. Enhance the teaching excellence that has been previously recognized in campus and university-wide teaching awards through professional development activities, monthly departmental discussions, and encouragement of pedagogical research, and developing programs consistent with growing areas in the field such as Psychobiology, Health Psychology, and Industrial/Organizational Psychology.

5. Continue to strive as a campus leader in scholarly teaching, mentoring of undergraduate research, and faculty scholarship with a student-driven focus and use of Undergraduate Research Fellows, Summer Student Research Program, and other resources.

6. Improve the experiences to address the needs of students who do not go on for graduate degrees. Increase student opportunities for service learning and instruction in applied areas. Emphasize work force opportunities in the PSY 300 Orientation to Psychology course and other courses. Reinforce the usefulness of skills such as SPSS, Excel, and Qualtrics, for students, regardless of whether students are pursuing graduate work or entering the work force upon completion of the undergraduate degrees.
7. Actively engage in and adapt to institutional initiatives including (a) General Studies program by offering more portal courses and capstone courses, (b) the Honors program by teaching and mentoring Honors Program students in our courses, (c) promote team teaching among department members and through interdisciplinary endeavors, (d) the Thompson Scholars Program by providing courses, and (e) the First Year Program through professors’ engagement in such opportunities.

8. Strengthen faculty’s relationship with the Academic Advising Center and the Registrar’s Office to create a seamless process for students to develop their academic plan in psychology. Develop “templates” and promote communication among faculty regarding “best practices” and helpful strategies for advising, specific to students’ interests and plans following graduation.

9. Examine the department’s philosophy regarding on-line courses, how to best develop a high quality, on-line psychology minor program, and implement standards of practice procedures expected for on-line courses in the department.
General Program Characteristics

Strategic Plan

Replace Retiring Faculty. Remain goal-focused when hiring faculty in order to enhance the quality of the instructional program (Goals 1, 3 & 4), participate in recent institutional initiatives (Goal 7), and improve the educational program for those students who do not pursue graduate degrees (Goal 6). Also, we need to hire new faculty who can teach laboratory courses, as well as teach introductory level courses in order to allow senior professors to more actively participate in (a) the General Studies program (offering portal courses and capstone courses), (b) the Honors program, and (c) other interdisciplinary programs (Goal 7).

Assessment. Strengthen our assessment program, including instruments and rubrics, which reflect the revision of the goals for quality undergraduate programs in psychology being prepared by the American Psychological Association (Goal 3). Develop a systematic approach to communicate with and track undergraduate students’ post-graduation activities (Goal 6).

Service Learning. Assess students’ level of involvement in service activities and develop an active service learning program in order to provide internship opportunities for our students who do not go on to postgraduate education. Explore options for collaborating with other disciplines to create a practicum/internship coordinator position (Goal 6). Assess work-force students’ post-graduation employment/activities.

Undergraduate Research. Enhance the learning opportunities provided to our students through undergraduate research to include greater emphasis on early experiences (e.g., Thompson Scholars), in-depth research experiences (e.g., Undergraduate Research Fellowships, Student Summer Research Program), and faculty/student collaboration. Continue the requirement of all our students to complete two advanced laboratory courses (Goal 5).

Online Program Development. Develop additional online course offerings to provide the opportunity for implementing an online minor in psychology and an online teaching endorsement. Develop departmental guidelines for on-line courses (Goal 9).

Sequencing the Curriculum. The department will revise and formalize its course rotation, and using assessment data will examine the learning outcomes of its core curriculum in order to provide a more enriching experience for our students. In addition, the department will be more intentional about recognizing psychology majors in PSY 203, PSY 230 and PSY 231 inform them of course sequences and needs early in their tenure at UNK. Likewise, the PSY 300 curriculum will continue to inform students of course sequence information.
Role of the Chair

The Department Chair manages the day-to-day activities of the Department. The Department Office Associate keeps records of all expenditures and regularly provides the Chair with a budget summary. All requisitions for supplies, equipment, or other expenditures are approved by the Chair and processed by the Office Associate. The Chair seeks the advice and recommendations of the faculty on all major expenditures. Faculty requests for travel and reimbursement are approved by the Chair, the CNSS Travel Committee for CNSS funding, and the Dean. Class schedules are prepared by the Department Chair based on the recommendations and preferences of the faculty. Supervision of PSY 300: Orientation to Psychology is provided by the Department Chair, with topical coverage by all members of the faculty. The Department Chair supervises students’ practicum in psychology, independent readings, and research courses, with the assistance of other members of the faculty. The Chair is responsible for facilitating departmental consensus on the Department's goals and mission, promoting collegial interactions, initially advising transfer students, and encouraging excellence in teaching, scholarship, and service.

Departmental Standing Committees/Assignments

The Department has the following active, standing committees that address the purposes described below.

(a) Human Subjects: Responsible for (1) monitoring the Human Subject Pool (including continuing issues with ensuring that enough participants are available), (2) approving data collection for training and demonstration purposes, (3) monitoring all human research within the Psychology Department, (4) insuring the ethical treatment of human subjects based on American Psychological Association guidelines, and (5) assisting researchers in preparing protocols for the Institutional Review Board. Chaired by Robert Rycek.

Human Subjects Pool Coordinator: Responsible for managing SONA Systems and organizing professor and student research recruitment and research lab reservations. Student coordinator is determined by faculty as position is open. The current coordinator is Alexis Villagomez.

(b) Planning: Responsible for course articulation, development of new courses, review and revision of curriculum, promulgation of policies regarding advising, and the preparation of proposals for changes in departmental policies, procedures, role and mission, and other planning activities. Chaired by Theresa Wadkins.

(c) Peer Review: Peer Review Committees conduct annual reviews of all faculty. Members are responsible for reviewing a particular faculty member’s self-evaluation, his or her
portfolios of teaching, scholarship, and service, and the student evaluation summaries. Each Committee then provides the Chair with a written appraisal of the faculty member’s performance, which is summarized in the Chair's evaluation. A change in the department promotion and tenure guidelines was implemented since the last APR in that the faculty voted to have peer reviews every 3 years for full professors though a chair’s evaluation continues to occur each year.

(d) **Assessment Committee:** The Assessment Committee has the responsibility for designing and implementing procedures related to assessing the Department's effectiveness in carrying out its mission. An annual report of assessment activities is filed with the UNK Office of Assessment. Chaired by Theresa Wadkins.

(e) **Advising/Recruitment Committee:** Creates and reviews materials and procedures used for meeting with potential students and other recruitment activities. Chaired by Krista Forrest and Evan Hill.

(f) **Course Rotation Committee:** The Course Rotation Committee works to create a plan for course offerings that provides students with a predictable rotation in order to promote completion of their degree in four years. Chaired by Theresa Wadkins.

(g) **Online Committee:** Responsible for assessing needs and establishing guidelines related to online teaching. Disburses information and facilitates activities of online teaching with department. Chaired by Julie Lanz.

**Other Administrative Duties:**

In addition to serving on the standing committees, members of the Department fulfill a number of additional administrative duties and also serve on a number of ad hoc committees with specific purposes.

- **PSI CHI/Psychology Club Advisors**
  - Dr. Fritson / Dr. Lanz
- **Director, Psychobiology Program**
  - Dr. Hill
- **Director, Gerontology Program**
  - Dr. Rycek
- **Manager, Animal Colony**
  - Dr. Hill
- **Coordinator, Psychology Fair (2018)**
  - Dr. Waples
- **Coordinators, Psychology Fair (2016)**
  - Dr. Waples / Dr. Wozniak
- **Web-site/Display Case Coordinator**
  - Dr. Wadkins
- **Coordinator, Scholarships**
  - Dr. Rycek

The Department meets as a whole on most Tuesdays, during the lunch hour. General issues affecting the Department are discussed and most tasks related to departmental affairs are assigned during these meetings. Examples of such department-wide efforts include sponsorship of regional undergraduate research conferences, our biennial Psychology Fair for high school students, revision of the assessment program/instruments, and the selection of undergraduate assistants, student award recipients, and our College Fellow. Something not currently done that may be helpful is to include occasional reports from the committees. We currently only do this as is relevant to current events in the department.
All department meetings are generally recorded through minutes taken by Dr. Wozniak and are distributed to the members of the faculty by Dr. Wadkins, Department Chair.
PSYCHOLOGY DEPARTMENT
ACADEMIC PROGRAM REVIEW
2018

General Program Characteristics
Department Policies and Procedures

The Department has developed a number of policy and procedure statements to address (a) criteria for student awards, (b) guidelines for assigning faculty 9 vs.12 hour loads, (c) guidelines for workload credit for laboratory courses (d) office hours, (e) the evaluation of faculty performance, including criteria for defining scholarship, teaching, and service for promotion and tenure purposes, (f) procedures governing the use of human participants for experimentation, and (g) additional policy statements (available in the conference room file cabinet - see list). Also listed at the end of this section is a list of other materials available for review.

DEPARTMENTAL CRITERIA FOR STUDENT AWARDS

Honors convocation recipients:
Description: Granted to graduating seniors who, by their exceptional academic performance, are recognized as Honors Graduates at the College Honors Convocation held on the Thursday before commencement.
Dates: Honorees are selected approximately two months before commencement--Oct. 15 and March 15 every semester.
Selection Procedure: The Psychology Department as a whole chooses the honorees. A nomination is made by at least two faculty members who can attest to the qualifications of the candidate. One of the nominators must be available to present the award at the Honors convocation. One or two graduating seniors are typically selected as Honors graduates.
Selection Criteria: Academic performance as indicated by overall GPA, psychology GPA, difficulty of the program, and especially by the student’s academic performance outside of the classroom, particularly in research. These honorees are typically graduating cum laude or higher, though such a GPA in itself is not sufficient to earn the recognition.

Don Stumpff Award:
Description: This award is given annually to the outstanding graduating senior in psychology. The award includes a cash stipend from the Michael Stumpff Memorial Fund of the University of Nebraska Foundation.
Dates: The award is given annually at the spring Psychology Club banquet. Students who are graduating during the calendar year of the banquet are eligible.
Selection Procedure: The Psychology Department as a whole determines the Don Stumpff Award recipient in the spring approximately six weeks before the Psychology Club Banquet. Eligible students are nominated by a sponsoring faculty member who can attest to the qualifications of the student for the award. The faculty member should be able to provide transcripts and other relevant materials to the department.
Selection Criteria: All of the following are considered in making the selection of the Stumpff awardee: overall GPA, psychology GPA, difficulty of program, psychology convention presentations, membership in professional organizations, publications in psychology journals, and intention to continue on in the field of psychology. In general, the student must exhibit exceptional commitment to the field of psychology.

**Departmental Service Award:**
**Description:** This award is given annually to the psychology student who has shown exceptional service to the field of psychology. It is presented at the annual Psychology Club Banquet. The award includes a $2300 cash stipend provided by Andrew Aprill, a KSC alum. He has been funding the award for the past 15 years.
**Dates:** The review of eligible students occurs at the same time as review of the candidates for the Stumpff Award.
**Selection Procedure:** The Psychology Department as a whole determines the Service Award recipient in the spring, approximately six weeks before the Psychology Club Banquet. Eligible students are nominated by a sponsoring faculty member who can attest to the qualifications of the student for the award.
**Selection Criteria.** The award is designed to recognize students who have shown exceptional commitment to the field of psychology while perhaps not having the academic credentials to qualify them for academic honors. Exceptional commitment to the field can be evidenced by participation in the Psychology Club and its activities, in research projects (especially if under two or more faculty members), and through teaching and research assistance to faculty above and beyond the call of duty.

**Martin Demoret Humanitarian Award:**
**Description:** This award is given only when faculty identify a psychology student who has shown exceptional humanitarian efforts within the UNK community and/or community. It is presented at the annual Psychology Club Banquet. The award includes a cash stipend provided through a fund from faculty donations.
**Dates:** The review of eligible students occurs at the same time as review of the candidates for the Stumpff and Department Service Awards.
**Selection Procedure:** The Psychology Department as a whole determines the Service Award recipient in the spring, approximately six weeks before the Psychology Club Banquet. Eligible students are nominated by a sponsoring faculty member who can attest to the qualifications of the student for the award. This award will only be offered when professors agree a student demonstrates exceptional humanitarian efforts; it does not have to be offered every year.
**Selection Criteria.** The award is designed to recognize students who have shown exceptional humanitarian efforts and/or support to fellow students, the department, UNK, and/or community. Exceptional humanitarian efforts can be evidenced by a student’s involvement in activities and/or supportive/philanthropic activities that are recognizably greater than other students.

**College Fellow:**
**Description.** A College Fellow may be appointed for the Department of Psychology in accord with University and College Policy. A College Fellow is appointed during his or her junior year to serve a one-year term during their senior year. Aside from College-defined privileges, a College Fellow will be assigned office space within the Department for use in the performance of their assigned duties. His or her assigned duties will include, but not be limited to: Serving as
a tutor for selected courses (PSY 250 and 270), occasional service as a teaching and research assistant, serving as a student representative at some department meetings as determined necessary by the Department Chair, help with departmental recruiting responsibilities, and assigned special projects as determined by the Department Chair. The duties of the College Fellow should require between 5 and 10 hours per week.

Dates. The Department as a whole chooses the Psychology College Fellow by April 1.

Selection Procedure. Students will be expected to fill out an application form for this position. Faculty can encourage students to apply as they take junior-level psychology courses.

Selection Criteria. Students must have completed Experimental Psychology and at least half of their required hours in psychology. Selection criteria also include GPA, psychology GPA, and commitment to the field of psychology, as evidenced by participation in activities outside of the classroom and an intention to become an academic psychologist.

GUIDELINES FOR REASSIGNED TIME FOR SCHOLARSHIP

1. Re-assigned time for faculty members to engage in scholarship will be provided in accordance with the UNK Faculty Workload Guidelines (approved 8/92, the College of Natural and Social Sciences' Guidelines for 9 hour teaching loads and the CNSS Scholarly Productivity Guidelines drafted on 1-9-95 and approved 3/95 and revised in 2001).

2. Requests for re-assigned time shall be filed each semester at the time that the class schedule is arranged for the next semester. The amount of re-assigned time will be negotiated between the faculty member and the Department Chair. Factors to be considered in workload assignments include student demand, the course rotation plan, and equity of load among members of the faculty, and the amount of scholarly work to be undertaken. The activities listed for re-assigned time are also evaluated at the time of the annual review to determine progress toward that activity.

3. The request for re-assigned time should specify the scholarly activity to be engaged in during the semester and the expected outcome of that scholarly activity to be achieved by the end of the semester.

4. All requests for reassigned time must indicate which of the following "minimal achievements" outlined in the CNSS productivity guidelines the scholarly activity is intended to make progress towards:

   a. One book (of sufficient quality as to be judged equivalent to three refereed journal articles).
   b. Four refereed journal articles.
   c. A total of five works including one refereed journal article + four additional scholarly productions with no more than two from any of the following categories: Presentations, funded grant proposals, non-refereed publications, and/or other scholarly production approved by the Chair.

Scholarly contributions include the following: Non-refereed journal articles and book chapters, externally-funded research proposals, textbooks, edited volumes, paper presentations, proceedings, book reviews, professional/technical reports, published software packages, or other
quality professional projects. Departments, with the approval of the Dean and Vice Chancellor for Academic Affairs, may add to the list of scholarly contributions that may be used to meet the scholarly productivity guidelines. The time frame for the evaluation of scholarship is based on a three-year rolling window.

Notes:
1. Faculty who, in the judgment of their peers, Department Chair, and College Dean, are not making satisfactory progress towards meeting established productivity guidelines, may be reassigned to a 12-hour classroom teaching load at any time.
2. Satisfaction of minimal requirements does not guarantee reappointment, promotion, or tenure.
3. Each department will be required to provide a clear definition of a refereed journal article, but at a minimum the reviewing process will include (a) two or more members of an editorial board or (b) two or more outside reviewers.
4. Books must be judged by peers, Department Chair, and the Dean as being at least equivalent to three refereed journal articles, in order to satisfy productivity requirements.

WORKLOAD CREDIT FOR 1-HOUR LAB COURSES IN PSYCHOLOGY

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Workload</th>
<th>Comment</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 250L</td>
<td>Behavioral Statistics</td>
<td>.33</td>
<td>(Student lab assistants)</td>
<td>50 min</td>
</tr>
<tr>
<td>PSY 270L</td>
<td>Experimental Psychology</td>
<td>.50</td>
<td>(Class Research Project)</td>
<td>50 min</td>
</tr>
<tr>
<td>PSY 310L</td>
<td>Learning and Conditioning</td>
<td>.67</td>
<td>(Preprogrammed activities)</td>
<td>50 min</td>
</tr>
<tr>
<td>PSY 312L</td>
<td>Sensation &amp; Perception</td>
<td>.67</td>
<td>(Preprogrammed activities)</td>
<td>50 min</td>
</tr>
<tr>
<td>PSY 313L</td>
<td>Physiological Psychology</td>
<td>.67</td>
<td>(Preprogrammed activities)</td>
<td>50 min</td>
</tr>
<tr>
<td>PSY 317L</td>
<td>Biopsychology</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>75 min +</td>
</tr>
<tr>
<td>PSY 318L</td>
<td>Experimental Social Psych</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>75 min +</td>
</tr>
<tr>
<td>PSY 400L</td>
<td>Advanced Psychology</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>75 min +</td>
</tr>
<tr>
<td>PSY 407L</td>
<td>Psychopathology</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>50 min +</td>
</tr>
<tr>
<td>PSY 430L</td>
<td>Memory and Cognition</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>50 min +</td>
</tr>
<tr>
<td>PSY 450L</td>
<td>Psychometrics</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>75 min +</td>
</tr>
<tr>
<td>PSY 453L</td>
<td>Developmental Psychology</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>75 min +</td>
</tr>
<tr>
<td>PSY 477L</td>
<td>Psych &amp; Law</td>
<td>.75</td>
<td>(Ind'l/Grp Research Project)</td>
<td>75 min +</td>
</tr>
</tbody>
</table>

+ In these lab courses, empirical research projects are conducted by individuals or teams (2-3 persons). Faculty meets with the individuals/teams weekly outside of the scheduled lab hours. In a typical lab course with a half-dozen teams, this means approximately 4-6 hours for the faculty member in addition to the lab time. For some courses/projects this time is substantially greater, depending on the scope of the research projects. The outside class time commitment also varies throughout the term, being somewhat less in the beginning of the semester and much greater towards the end, when the teams are involved in data analysis and the preparation of papers/presentations. An additional expenditure of time is required in assisting those students.
whose research projects have been selected for presentation at scholarly conferences to create power-point presentations and/or poster displays.

OFFICE HOURS

All members of the faculty are expected to schedule time outside of class to meet with students. Office hours provide students with the opportunity to discuss the material being presented in class or other related interests. In addition, students may use this time to discuss majors, programs of study, and graduation requirements, as well as summer internships, graduate schools, campus events, and much more.

Each member of the faculty will post eight or more office hours distributed across all five workdays and include both morning and afternoon opportunities for students to meet and talk. The office hours will be included in course syllabi and posted outside each faculty member’s office.

EVALUATION OF FACULTY PERFORMANCE, INCLUDING CRITERIA FOR DEFINING SCHOLARSHIP, TEACHING AND SERVICE FOR PROMOTION AND TENURE PURPOSES

We have provided the policies concerning evaluation of faculty performance, both the annual faculty evaluation and the promotion and tenure evaluation benchmarks. The document for these evaluations can be found in Appendix A.1.

PROCEDURES GOVERNING THE USE OF HUMAN PARTICIPANTS FOR EXPERIMENTATION

We have provided the policies and procedures for conducting research with human subjects. The policies and procedures are provided to all students conducting research in a document called Conducting Research in Psychology: Experimenter Packet. This document will be available for review in its entirety in the conference room file cabinet. The briefer policies and procedures are provided at the end of this document in Appendix A.2.

Additional Materials for Review described in Appendix A.3.

Other materials for review related to department are available in the conference room file cabinet.

1. Course syllabi
   a. ADA statement
2. Faculty curriculum vitae
3. Department publications
   a. Fact sheet
   b. Department brochure
   c. Career in psychology with a BA/BS
4. Assessment instruments
5. Previous APR report and response
TEACHING

Program Overview

The Department operates in a collegial fashion, and shares a vision about our mission. Teaching continues to be a high priority among the faculty. The faculty engages in scholarly teaching and also focuses attention on the scholarship of teaching and learning. In 1999, the Department of Psychology received the University of Nebraska system-wide award as the Outstanding Teaching Department. The award provided $25,000, which the department has used to fund student research activities in the summer, a graduate student stipend, summer courses, and refurbishing a room in which to conduct visitations with high school students and their parents.

In addition, the department was designated a priority program in 2001, which qualifies us for Program of Excellence funding. This designation has funded the Psychology Department Human Subjects Coordinator position.

The Psychology Department engages in a number of activities to promote good teaching. Our comprehensive assessment, begun in 1992, has provided us with information used to revise and improve our program. In addition to institutional forms of assessment, faculty has conducted practical research studies to assess our curriculum and improve the quality of instruction. Examples include work by Drs. Fritson and Forrest on reflective journaling, by Drs. Wadkins and Miller (former faculty member) on structuring the capstone experience, by Dr. Mandernach on online education, and by Dr. Wozniak on overcoming students’ irrational beliefs. Our faculty is committed to teaching excellence, both within the Department and across the campus. Mentoring within the Department is also a means used to promote teaching excellence. We do not currently have a formal mentoring program but see the need to develop such a program before new hires occur.

The UNK Psychology Department is one of the most active psychology departments in the region with regards to research on the teaching of psychology. Our faculty continues to attend conferences devoted to teaching, both as participants and as invited presenters. During the past five years, our faculty has presented on teaching issues at national and regional conferences. Through our participation in regional and national conferences, and in our role in hosting the Great Plains Students’ Psychology Convention 4 times, the members of the faculty have regularly networked with other NPS teaching-oriented psychologists. It has been through these contacts that we have been able to (1) advance our own commitment to the teaching of
psychology, (2) provide our students and students in the region with forums at which to present their research, (3) improve our teaching skills through exchanges with colleagues, and (4) give our students the opportunity to meet faculty from other institutions where they might obtain admission to graduate programs.

Support for Students

*Student Advising.* The Department encourages faculty to take student advising very seriously. In addition to advising majors, selected faculty members act as advisors to deciding students, students involved in varsity athletics, students involved in the gerontology minor, and other special groups. Also, the Department requires all majors to take a one credit-hour academic/career options course (PSY 300: Orientation to Psychology) that covers opportunities for further education, career issues, and how to make the most of their time here at UNK. All members of the faculty participate in this course each semester.

*Opportunities for Student Research: Apprenticeships, Grants, and Scholarships.* The Psychology Department is committed to the active support of undergraduate research. The Department offers apprenticeships, research assistantships, grants-in-aid, and activity scholarships. Research apprentices assist faculty members with their research for course credit. Appendix B.1 contains a list of empirical research projects conducted during the past five years by our undergraduate students. Appendix B.2 contains the syllabi for our readings and independent research courses. Another measure of our success in providing these opportunities can be seen in the number of journal articles and conference presentations in which faculty have collaborated with undergraduate students, as well as the student sole-authored papers published in the *Psi Chi Journal, Journal of Psychological Inquiry,* and the *Undergraduate Research Journal.* The list identified in Appendix B.1 provides information regarding student publications, conference presentations, and successful grant applications. Among undergraduate institutions, we have achieved a unique standing in the publications and conference presentations by our students.

During the past five years, our students have published 14 articles, presented 59 conference papers at state, regional or national conferences; 31 papers or posters at the UNK Student Research Day (Appendix B.3), and received funding for 32 grants/fellowships for undergraduate research projects.

The Great Plains Students’ Psychology Convention, sponsored by 31 regional colleges and universities, is held each March. UNK has successfully hosted the convention five times, most recently in 2016. This student conference provides an opportunity for students in our region (Nebraska, Kansas & Missouri, Iowa) to present the results of their research. This forum is competitive, and UNK has continues to have participants and awards at this event.

Curriculum

In order to provide our undergraduates with the best possible grounding in the science of psychology, we extensively revised the curriculum in 1990. In addition to core courses devoted to providing students with writing skills as well as expertise in data analysis, students fulfill a distribution requirement by taking courses from each of the diverse areas within psychology. The Department also requires a minimum of two advanced labs (one of which is empirical) so that
students may develop a sophisticated understanding of the scientific method, further refine their writing skills, and obtain applied experiences related to research and applied topics in psychology.

The Psychology Department's program for non-psychology majors includes contributions to the institutional General Studies program, courses that support other majors, the Gerontology minor program, and the Psychology minor. The General Studies Program is supported by four courses, General Psychology, Human Development, Abnormal Behavior and Society, and Behavioral Statistics. In addition to our contributions to the General Studies Program, the department offers a number of courses that are required in other major programs. These departments have consistently expressed satisfaction with our courses.

**Student Outcomes for our Graduates.**

Effective teaching can be defined in terms of what our students are able to do with their education. This question can be answered by examining the kinds of graduate programs our students are accepted into as well as the kinds of jobs available to those of our students who don't pursue graduate education. With regard to success beyond the undergraduate program, our students have found a variety of professional niches, including clinical practice, law, the military, teaching (primary, secondary, and college level), and private industry, as evidenced by the range of jobs held by our alumni. The Tables below summarize the successful placement of our graduates (the list extends beyond the past 5 years).

**Graduate Schools Attended by UNK Graduates**

- Colorado State University
- University of Kansas
- Denver University
- University of Tulsa
- University of Nebraska – Omaha
- Creighton School of Medicine
- University of Kansas Medical Center
- University of Nebraska Medical Center
- Kansas State University
- Midwestern University
- University of Northern Colorado
- Clark College PA School
- University of Nebraska – Lincoln
- St. Louis University
- Fort Hays State University
- University of Illinois at Urbana

**Types of Jobs Our Graduates Have Obtained with the BA/BS Degree**

- Loss Prevention Manager
- Program Director
- Management Consultant
- Personnel Manager
- Supervisor Independent Living Unit
- Development Specialist
- Psychiatric Recovery Specialist
- Direct Care Therapeutic Worker
- Supervisor, Case Manager for HHS
- Store Manager, Retail
- Pharmaceutical Sales Rep
- Community Support Worker
- Sales Coordinator, GI Conference Center
- Data Management Associate
- High School Teacher
- Manager, Food Services
- Vocational Rehabilitation Counselor
- Supervisor/Teacher Head Start
- Psychiatric Technician
- Crisis Line Counselor
Job/Career Placement of our Graduates

Employers who hire our graduates report that UNK graduates are well prepared, professional, and caring. Our graduates are considered experienced beyond their years. Some of the agencies that have employed our graduates with a baccalaureate degree are:

- Lincoln Behavioral Health Clinic
  - SAFE Center
- Prairie View Gardens
- Kearney Public School, Paraprofessional
- Tulsa Public Schools
- St. Luke’s Nursing Facility, Mother Hull Home
- Grand Island Conference Center, Sales Coordinator
- NE Department of Health and Human Services (Child Protective Services)
- Edge Corporation
- The Gallup Organization
- Harris Labs
- Richard H. Young Hospital
- Federal Bureau of Investigation
- Madonna Rehabilitation Hospital
- Developmental Services of Nebraska
- Mosaic
- Boys and Girls Homes of Nebraska
In summary, the teaching effectiveness of the Department of Psychology can be seen in:

- **Mentoring of undergraduate student research.** During the past five years, our students have published 14 articles, presented 59 conference papers at state, regional or national conferences; 31 papers or posters at the UNK Student Research Day, and received funding for 32 grants/fellowships for undergraduate research projects.

- **Teaching beyond the Academy.** Both faculty and students are actively involved in teaching conferences and workshops, symposia on teaching issues, and sponsorship of teaching events.

- **Scholarly activity on teaching.** Faculty continue to engage in research, conferences, and departmental discussions related to pedagogy and best practices in the classroom.

- **Innovation in curricular offerings.** The department has revised our core program to restrict premature specialization and insure a solid, liberal-arts education. We have expanded student opportunities for experiential learning including field research projects and internships in the local community. We have designed new ways to prepare students to conduct empirical analyses and to engage in effective oral and written communication.

- **Recognition.** In the past five years, our faculty has continued the tradition of winning awards for teaching excellence. Among those awards received are the UNK UNK Creative Teaching Award and the College of Natural and Social Sciences Faculty Mentor Award.

- **Student Outcomes.** Our graduates are very successful in being admitted to graduate programs as well as obtaining a wide variety of jobs with their baccalaureate degrees. Fifty-one percent of our graduates apply for admission to graduate programs. Of that number 75% are admitted.
SCHOLARSHIP

The faculty in the Psychology Department is committed to scholarly endeavor. All of our faculty are members of the University of Nebraska Graduate College. Also, three of our ten full-time faculty have received the highest award for scholarship that the University of Nebraska at Kearney bestows: the Pratt-Heins Foundation Award. In the Table below, the scholarly output of the ten members of our faculty over the past five years is presented. Please note that four of the ten faculty are assistant professors who are in their third or fourth years at UNK.

<table>
<thead>
<tr>
<th>Faculty Scholarship</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (Authored/Edited)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>Book Chapters</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Journal Articles</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Conference Presentations</td>
<td>31</td>
<td>43</td>
<td>51</td>
<td>38</td>
<td>27</td>
</tr>
<tr>
<td>TOTAL Scholarly Productions</td>
<td>42</td>
<td>51</td>
<td>59</td>
<td>47</td>
<td>36</td>
</tr>
</tbody>
</table>

The departmental faculty are diverse with a wide range of scholarly interests, covering many of the major sub-disciplines in our field, including physiological psychology, biological psychology, cognitive psychology, clinical and counseling psychology, forensic psychology, developmental psychology, and social psychology.

Dr. Forrest continues to design research in two main areas, psychology and law and teaching pedagogy. In the former she investigates the influence of juror’s perceptions of police interrogation strategies involving deception on sentencing and in the latter she examines the effectiveness of group work and content focused reflective journaling on academic performance. She has published manuscripts in these journals in Behavioral Sciences in the Law, Personality and Individual Differences and Teaching of Psychology.

Dr. Fritson’s research currently focuses on the scholarship of teaching and learning, especially as it relates to interpersonal change, academics, and course engagement. She has three publications on the impact of reflective journaling in university courses with multiple conference presentations. Additionally, she has written chapters on clinical disorders such as Autism and PTSD. She co-authored with Dr. Wadkins a chapter on the treatment of children with trauma-related disorders published in the 3-volume reference set, Abnormal Psychology Across the Ages.

Dr. Hill’s research focuses on the evolutionary and physiological basis of hearing in non-human species. He has published three separate papers investigating the low-frequency hearing of birds, with a fourth study completed but not yet submitted for publication. Future research will continue to determine the hearing range and sensitivity of non-human species, but will also begin to branch into investigations of perceptual proclivities, such as whether animals perceive illusions.

Dr. Lanz’s research focuses broadly on topics related to occupational health and safety, including physician-patient interactions and stress and safety in nursing. Currently, she is involved in research examining how a resilience intervention may improve nursing student outcomes, and another study on how climate scientists experience job stress. Furthermore, she has written
chapters on both conflict in the workplace and conflict management, and has published in *Work and Stress, International Journal of Selection and Assessment*, and *Journal of Advanced Nursing*.

Dr. Mosig’s research interests include the psychohistory of Hannibal and the Punic Wars, the psychology of Zen Buddhism, the psychology of music, and the psychological analysis and criticism of imaginative literature. Among his recent publications in these respective areas are two articles in *The International Journal of the Humanities*, an invited review in *The Journal of Military History*, and over a dozen articles published on line in *History Times, The History Herald*, and the Italian *Gazzetta dell'Archeologia*; a paper in *The Journal of Theoretical and Philosophical Psychology*, plus chapters in K. Keith (editor) *Cross cultural psychology: Contemporary themes and perspectives* (Wiley-Blackwell) and Barbara Engler’s *Personality Theories: An Introduction* (Wadsworth); a chapter in *Sibelius Forum II*, published by the Sibelius Academy in Helsinki, Finland; and a chapter in S. T. Joshi’s *Dissecting Cthulhu: Essays on the Cthulhu mythos* (Miskatonic River Press).

Dr. Rycek’s research currently focuses on older adult adaptation to independent and assisted living facilities. Dr. Rycek collaborated with Dr. Fritson & Mr. Lee Elliot on a study that was presented at RMPA and is currently being prepared for publication. In addition, Dr. Rycek has contributed to the scholarship of teaching and learning including a co-authored chapter on School Psychology in an STP e-book. He also collaborates with and mentors students in research. In 2016, he worked with a Summer Student Research Program student who conducted a study looking at dementia patients’ activities in a nursing home.

Dr. Strain’s research broadly examines issues related to humor, gender, and the intersection of the two. She is currently focusing on the effects of exposure to types of disparaging humor, and has four publications examining this in the context of sexism, racism, and sexual assault. She has also worked on the creation of two scales, one assessing sexually pressuring behaviors (published in *Violence and Victims*), and one assessing attitudes about feminine honor (in development). Dr. Strain continues to collaborate with colleagues on projects related to these issues, and has publications in *Humor: The International Journal of Humor Research, Social Psychology*, and *Translational Issues in Psychological Science*.

Dr. Wadkins’ research interests currently include drug court evaluations and speech fillers as a contagion behavior. She also co-authored a chapter with Dr. Fritson on the treatment of children with trauma-related disorders published in the 3-volume reference set, *Abnormal Psychology Across the Ages*. She also co-authored a chapter with Dr. Forrest on Law Enforcement Agencies for the *SAGE Encyclopedia of Criminal Psychology* to be published in 2018. She has recently published in the *Journal of Instructional Research* and the e-book *Promoting Student Engagement, Volume 1: Programs, Techniques and Opportunities*.

Dr. Waples’ research is currently focused on exploring the impact of corporate social responsibility (CSR) initiatives on applicant attraction and retention and exploring the effects of performance feedback on task learning and motivation processes. His recent conference presentations have focused on those constructs. He also has recent publications exploring deception detection in selection interviews (in the *International Journal for Selection and*
Assessment), and discussing the conceptual overlap between motivation theories and the flow state (in a multivolume series entitled Current Issues in Work and Organizational Psychology).

Dr. Wozniak’s research is primarily guided by student interest and ideas developed by students in the courses he teaches. For example, over the last two years, he has supervised projects on the effect of roadside strobe lights and distraction on driving performance, on the effects of pet ownership on empathy in college students, the effects of expected performance as a soloist on music performance anxiety, and other student-driven projects under the auspices of the Undergraduate Research Fellow Program and the Thompson Scholar Program. His principal personal interest lies in the reasons behind irrational beliefs, the differences between “knowing” and “believing,” and the use of storytelling in higher education. He has coedited an e-book and contributed chapters to e-books published by the Society for the Teaching of Psychology, and is a regular presenter at the Rocky Mountain Psychological Association and the Society for Teaching of Psychology annual meetings.

**Scholarship of Teaching and Learning.**

While each member of the faculty has his/her own research program outside of scholarship on instruction, members of the Psychology Department have also made contributions in the area of instruction. Since 2013, members of the department have continued to edit books, write chapters in books, research best practices, and present papers on the scholarship of teaching and learning. While each of us has his or her own academic specialty, scholarship on teaching continues to be an area of secondary specialization for many members of the department. The department's commitment to the scholarship of teaching and learning continues to be evident through intentional departmental discussions, research and publications by multiple faculty, and faculty attendance at pedagogical-focused conferences.
SERVICE

The faculty in the Psychology Department provide regular, high-level service contributions to the department, the university, and the community. On a local level, the faculty contributes to a thriving academic and nonacademic culture. While not the major consideration for promotion or tenure, the faculty in the Psychology Department view service as a particularly important and worthy endeavor. Service is noted in annual reviews and is required in order to maintain a high level of quality within the department and to further advance a faculty member’s involvement in the discipline. Three of our ten faculty members have received the highest award the University of Nebraska gives for service, the Pratt-Heins Foundation Award.

During the past five years, faculty members have served and in many cases continue to serve on a significant number of university committees, including the Faculty Senate, Senate Committees (e.g., Academic Affairs), the Research Services Council, campus-wide search committees, the IRB, and the New Student Orientation Committee. At the college level, faculty have served on the following committees: Rank and Tenure, Oversight, Educational Policy, Honors Convocation, Family Day, Service & Outreach, and the College Scholarship committee.

Service to the profession is also notable. There is great diversity in activities, in terms of the contributions to psychology and with regard to the different content areas of the discipline. The faculty are active nationally with the Society for the Teaching of Psychology, the Council for Undergraduate Research, Advanced Placement Reading, NCUR, and as reviewers for various scholarly journals. Regionally, UNK psychology faculty contribute to the Rocky Mountain Psychological Association, the Nebraska Psychological Society, the Journal of Psychological Inquiry, and hosting the Great Plains Students’ Psychology Convention and the Nebraska Psychological Society conference. At the local level, many members of the faculty are actively involved in the UNK chapter of Sigma Xi: The National Scientific Research Honor Society and the UNK chapter of Phi Kappa Phi.

Using the skills obtained as psychologists, members of the faculty are able to provide a wide-range of services to the community including pro bono consultation and presentations for local mental health service providers. Other service activities involve: mentoring of high school students through the Kearney Public Schools Small Learning Communities Program, serving as an expert witness on eyewitness testimony, coordinating the Kearney Zendo affiliated with Ryumonji Zen Monastery and participating in the Therapy Dog Program through CHI Good Samaritan Health Systems.

Department level committees are particularly important to the success of the department and play a significant role in the development and direction of the department as well as its day-to-day operation. As the department’s needs change, department-level committees are added or removed from this list. At this point in time, the department has standing committees to manage the human subjects pool, planning, peer review, assessment, recruitment and course rotation. In addition to the committees, several members of the department have additional managerial responsibilities. A list of faculty who engage in department level service activities is contained in the previous section of the self-study on Organizational Structure.
This portion of the review provides an overview of the degree programs offered by the psychology department (i.e., Bachelor’s of Science, Bachelor’s of Art, the Comprehensive Bachelor’s of Science, and the Comprehensive Psychobiology Bachelor’s of Science). Details are provided about the courses we offer, as well as changes in offerings that have occurred since the last review period. It also examines patterns in course enrollment, majors and minors, and degrees granted since the last review. Future changes coming to the department offerings are also reviewed. Finally, this section reviews the departmental efforts toward providing experiential learning opportunities.
PSYCHOLOGY DEPARTMENT
ACADEMIC PROGRAM REVIEW
2018

Degree Programs and Curricula
Degree Programs within Department

Degree Programs

The Psychology Department offers the Bachelor of Science degree (36 hours) and the Bachelor of Arts degree (33 hours), each requiring an accompanying minor or second major in accord with institutional requirements. Generally at UNK, the BA degree requires two intermediate or upper division courses (or demonstrated competency) in a foreign language. In Psychology (and in our view to equate the BS degree requirements with the BA requirements) the BS degree requires two additional courses from the natural sciences or mathematics, statistics, or computer science. A comprehensive Bachelor of Science degree (50 hours) is also offered which does not require the additional minor or major. All three programs are designed to provide the best education for our majors in accord with the department objectives as advertised in the UNK catalog. The University no longer provides a printed catalog. The link to view the catalog is provided in the box below.

Department Objectives from the UNK Undergraduate Catalog 2017-2018
http://catalog.unk.edu/undergraduate/departments-programs/psychology/

- To provide a general foundation in the various content areas of the field of Psychology;
- To provide suitable preparation in methodology for students planning to attend graduate school;
- To provide a sound basis for enhanced understanding of self and others;
- To prepare students for careers in human service areas and high school teaching;
- To support other departments by offering courses applicable to other majors and minors.

The Psychology Department also offers a 33-35-hour Psychology 7-12 Teaching Subject endorsement. We also participate in the Social Science 7-12 Teaching Field Endorsement, in which students must take a minimum of 6 hours from each social science area. Courses that count toward the Psychology area requirement are PSY 203, and any course between PSY 300 and 499, excluding PSY 388.

The department offers two interdisciplinary programs that combine course requirements from Psychology and other departments: An interdisciplinary minor in Gerontology (25-29 hours), which is offered to accompany a major in Family Studies, Psychology, or Social Work; and an interdisciplinary comprehensive major in Psychobiology (55-62 hours), which includes the requisite courses for medical school application. The 2017-2018 requirements for all of the
Psychology programs are available at the link shown above (under “Undergraduate Catalog”). Although previous program reviews presented this information in print, due to university changes, degree program information is now only available electronically.

<table>
<thead>
<tr>
<th>Gerontology Minor Objectives from the UNK undergraduate catalog 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>The purpose of the Gerontology minor is to allow students majoring in one of the areas which impact upon aging or aging services to gain knowledge and experience in the area of gerontology. The objectives of this program are: (a) to increase the student’s knowledge and understanding of the nature and extent to which various areas affect the aging individual, the type and quality of services available to the aged, the dynamics of social policy formation affecting aging, and basic research concepts and practices; (b) to provide and foster competence and skill in utilizing research data and findings in the structuring of services for the aged, and evaluating and facilitating the functioning of existing programs for the aged.</td>
</tr>
<tr>
<td>Psychobiology Objectives</td>
</tr>
<tr>
<td>The comprehensive major in Psychobiology was designed for students interested in the neurosciences. Students are given a rigorous background in experimental psychology and the natural sciences. The program will help prepare students for advanced graduate study in physiological psychology, psychobiology, and neuropsychology. Additionally, the degree requirements closely align with the prerequisites for acceptance to several common health care professional programs (e.g. medical school, physician’s assistant school, etc.), making this program ideal for students on a pre-professional track.</td>
</tr>
</tbody>
</table>
Courses Offered within the Department

Psychology lists 64 different courses on record, descriptions for which are accessible at http://catalog.unk.edu/undergraduate/departments-programs/psychology/ - coursestext. Of those 64 courses, six are currently inactive. In addition to the portal (PSY 188) and capstone (PSY 388), four courses are part of the UNK General Studies Program: General Psychology (PSY 203), Human Development (PSY 230), Abnormal Behavior in Society (PSY 231), and Behavioral Statistics (PSY 250). The core of the Psychology Program includes General Psychology (PSY 203), Behavioral Statistics (PSY 250), Experimental Psychology (PSY 270), and Orientation to Psychology (PSY 300). PSY 250 is a 4-hour course which includes a laboratory component designed to help students learn to run analyses using SPSS statistical software, interpret its output, and practice understanding statistical results in the context of peer-reviewed journal articles. PSY 270 is also a 4-hour course and includes a laboratory component designed to teach students about the research process by implementing a class project. Students also learn to write an APA-style paper, receive feedback on it, then submit a final draft at the end of the term.

All psychology majors are required to take additional laboratory courses, designated by an L following their number. Laboratory sections are offered as one-hour add-on laboratory sections to three-hour lecture discussion courses. For example, a student may take PSY 310, Learning and Conditioning, as a three-hour lecture/discussion course, or may additionally take the laboratory section, PSY 310L, to accompany PSY 310. Every psychology major must take two of these lab courses, which is a unique feature and something the department prides itself on. Recent graduates who have gone on to master’s programs have informed us that this experience has set them above their cohort in the skills needed to be successful in their graduate work. Beginning in 2018-2019, changes to the lab courses will be put in place (see “Changes in Offerings” section below for more details).

Enrollment Patterns

Graphs for enrollments for the core Psychology courses are presented in Appendix C. More detailed information regarding enrollments in all classes are available in an Excel spreadsheet that is available upon request (and most easily viewed online). The trends are relatively stable. The General Psychology numbers hover between approximately 250-300 students each semester. Enrollment in our other general studies courses has remained somewhat steady, though we have seen a decrease that is consistent with patterns at the university level. The enrollment pressure on
PSY 270, Experimental Psychology, has remained relatively consistent. One index of the enrollment pressure on future Psychology offerings is PSY 300 Orientation to Psychology, which we advise students to take early in their undergraduate career. Enrollments in this course have fluctuated between approximately 22-42 students over the past 5 years. Other high demand classes are PSY 313 Physiological Psychology, PSY 407 Psychopathology (for which we have added a second section), and PSY 430 Memory and Cognition.

**Majors and Minors Since 2013**

Consistent with university patterns, the numbers of majors and minors in psychology have dipped slightly since the last APR. Majors include all majors: Psychology B.S., Psychology B.A., Comprehensive Psychology B.S., Psychobiology B.S., and Teacher Endorsement B.A.

![Majors and Minors 2013-2017](chart1.png)

**Major and Minor Graduation Rates Since 2013**

Graduation rates for the majors have shown a somewhat steady increase over the past five years. Our number of graduating minors has fluctuated slightly in the past few years, but overall has remained steady.

![Graduation Rates 2013-2017](chart2.png)
Changes in Offerings Since 2013

The Psychology Department has made some notable changes to our catalog since 2013. (The 2013 course offerings are available upon request.) The addition of four new faculty has enabled us to broaden our course offerings, and we have also made adjustments to the major requirements.

In conjunction with the Health Sciences program, our director of the Psychobiology program, Dr. Hill, worked to make some adjustments to program requirements to better benefit students going into Health Science careers. Full details are available upon request, but examples include adding Human Development (PSY 230) as major requirement, and courses in advanced Development (PSY 453, 455, or 462) are now elective options, as is Health Psychology (PSY 440). More information regarding the Health Psychology course is below. A related change was the elimination of the Biopsychology course, since it overlapped in content with Physiological Psychology.

In order to represent the expanding attention to application of psychology, two new faculty have altered or developed new course offerings. Previously only offered online, Industrial Psychology was split into two courses: Dr. Waples now offers Industrial (PSY 410) and Organizational Psychology (PSY 411) as in-person courses, with a lab option every other year (PSY 411L). This benefits our students who are interested in pursuing psychology as it relates to the workforce, regardless of their plans to attend graduate school. Additionally, Dr. Lanz has developed a course on Health Psychology (PSY 440) and an accompanying lab course offered every other year. This benefits our students in Health Sciences programs. These three courses represent applied areas of psychology and have been incorporated into a new category of classes (see “Future Changes” section below).

Dr. Waples also has expertise in advanced statistics and research methods, which has presented us with the opportunity to resume offering some additional courses in this area. Psychometrics is now being offered every other year in person (whereas previously it was being offered online only). This is a valuable opportunity for students interested in clinical, counseling, and school psychology who could benefit from having a background in psychological testing procedures. Dr. Waples has also offered Advanced Design and Analysis (PSY 420/820), which has the potential to provide additional research background to students interested in graduate research.

After teaching it as an Advanced Seminar (PSY 480) course, Dr. Strain developed an elective course on the Psychology of Humor (PSY 435), currently offered every other spring. Depending on departmental needs and resources, the course has the potential to be offered in conjunction with the Advanced Psychology Lab (PSY 400L).

Future Changes

Effective in the 2018-2019 catalog, courses have been divided into five categories representing Experimental, Social, Developmental, Clinical, and Applied areas. Appendix C.2 lists the courses in each category. Students are required to take at least one course from each, contributing a total of 15 credit hours toward their major requirements. These changes will give
students a broader “taste” of the major areas of psychology, is more likely to expose them to applied areas, and is expected to spread out the demand for upper level courses and labs more evenly among faculty.

Also beginning in 2018-2019, upper level lab courses will be designated as either “practical” or “research” labs. Practical labs will involve demonstrations and activities that occur during the scheduled lab times. These activities will include some type of written assignment (i.e., lab reports) but not necessarily an APA-style paper. Research labs will require that students design and carry out an empirical research project, and write an APA-style paper. Though the projects may be group projects, students will complete the papers individually, thus providing a rich source of written work for department assessment purposes. Students will be required to have at least one of their two labs be a research lab. Appendix C.2 lists the lab courses that fit in each category.

Changes in Laboratory Fees

The department annually reviews the fees associated with each course, especially those courses which may involve the use of expendables, such as paper and copying costs. Our current schedule of lab fees is listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 270</td>
<td>Experimental Psychology</td>
<td>5.00</td>
</tr>
<tr>
<td>PSY 310L</td>
<td>Learning and Conditioning Lab</td>
<td>20.00</td>
</tr>
<tr>
<td>PSY 312L</td>
<td>Sensation and Perception Lab</td>
<td>20.00</td>
</tr>
<tr>
<td>PSY 313L</td>
<td>Physiological Psychology Lab</td>
<td>25.00</td>
</tr>
<tr>
<td>PSY 317L</td>
<td>Biopsychology Lab</td>
<td>10.00</td>
</tr>
<tr>
<td>PSY 318L</td>
<td>Experimental Social Psychology Lab</td>
<td>15.00</td>
</tr>
<tr>
<td>PSY 400L</td>
<td>Advanced Psychology Lab</td>
<td>15.00</td>
</tr>
<tr>
<td>PSY 407L</td>
<td>Psychopathology Lab</td>
<td>20.00</td>
</tr>
<tr>
<td>PSY 430L</td>
<td>Memory and Cognition Lab</td>
<td>20.00</td>
</tr>
<tr>
<td>PSY 450L</td>
<td>Psychometrics Lab</td>
<td>20.00</td>
</tr>
<tr>
<td>PSY 453</td>
<td>Developmental Psychology Lab</td>
<td>10.00</td>
</tr>
<tr>
<td>PSY 477L</td>
<td>Psychology and Law Lab</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Changes in the General Studies Program Since 2013

The current version of the UNK General Studies Program is accessible at [http://catalog.unk.edu/undergraduate/general-studies/](http://catalog.unk.edu/undergraduate/general-studies/). No changes have been made since the last APR, but changes are anticipated in the next five years. The Psychology Department plans to adapt to these changes in whatever ways possible.
Experiential Learning Opportunities

Consistent with UNK initiatives, the Psychology Department has made a strong commitment to undergraduate research. The department regularly takes a group of students to regional conferences, such as the Nebraska Psychological Society, Great Plains, and the Rocky Mountain Psychological Association. We make every effort to have their costs covered by the University, especially if they are presenting research. These student-oriented conferences serve as a stepping-stone and forum for our students’ work and encourages them to communicate their scientific work in other venues.

The Psychology Club and Psi Chi is a vibrant student organization under the sponsorship of Drs. Krista Fritson and Julie Lanz. They have developed a number of activities to connect students to the community and demonstrate how Psychology can serve the community, both professionally and via service activities. They organize canned food drives and Habitat for Humanity projects each semester as well as sponsor a Psychology Career Day. The Career Day is folded into the PSY 300 – Orientation class where four or five human services professionals discuss their professional work and the development of their career. Whenever possible, an effort is made to invite UNK alumnae. The Club is engaged in a number of service projects including: recycling and raising money for a community spousal abuse intervention agency; Alzheimer’s Walk; a homeless shelter and campus events. The Club also occasionally sponsors student travel to research conferences, professional workshops, and activities related to the field.

Service Learning and Practicum

The department has renewed its commitment to improving service learning and practicum experiences, especially for students who may not go to graduate school. The procedures and applications for PSY 475, Practicum in Psychology can be found in Appendix C.3. and are working toward designing a practicum program that could allow for more consistent practicum positions for our students. Moving forward, putting more emphasis on this opportunity will allow for more opportunities for students to examine their options and get a feel for what they want to do in their careers.
Assessment
Abstract

This section discusses the five major learning outcomes we use to assess student learning, how these outcomes are assessed, and presents a brief overview of the results of our most current assessment. The five student learning objectives (SLOs) are based on the APA and include: 1) knowledge base in psychology, 2) scientific inquiry and critical thinking, 3) ethical and social responsibility, 4) communication, and 5) professional development. These SLOs have been updated since the last APR, and changes to our assessment program are discussed first, followed by our assessments and results for each of the SLOs.
Overview of Changes
The foundation for the department’s assessment plan is the American Psychological Association set of guidelines for the Undergraduate Psychology Major (APA Board of Educational Affairs Task Force on Psychology Major Competencies, Version 2.0, 2013). This updated set of guidelines represents an effort to provide both a foundational background in psychology as well as a baccalaureate level of knowledge.
Past departmental reviews have used Version 1 of the APA’s guidelines. In the updated set of guidelines (Version 2), the previous eight categories have been combined into five overarching categories meant to assess student learning at the foundational and baccalaureate level. Some specific changes from the previous edition include: emphasizing psychology as a liberal arts degree to prepare students for the workforce and preparing students for cultural diversity and competence in those future careers. Thus, we revised our assessment based on this updated set of SLOs.
Given the updated set of guidelines and reorganization of relevant measures for each SLO in our department, it is difficult to compare the 2013 review to the 2018 review (i.e., we no longer assess “Information and Technological Literacy”). Furthermore, in previous reviews, measures were used multiple times to evaluate a student learning objective (e.g., in 2013, “Field Experience” was measured for SLO 1, 3, 4, 5, and 8). In an effort to improve the validity of our assessment process, the current review was prepared such that there are often only two measures for each SLO, and each measure is used once (with the exception of Field experience). Please see the following table for clarification.
### 2013 APR

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Measured Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Knowledge Base of Psychology</td>
<td>ACAT, Field experience, Alumni survey</td>
</tr>
<tr>
<td>2 - Research Methods in Psychology</td>
<td>ACAT, Conference presentation, Student writing</td>
</tr>
<tr>
<td>3 - Critical Thinking Skills in Psychology</td>
<td>Field experience, Conference presentation, Student writing</td>
</tr>
<tr>
<td>4 - Application of Psychology</td>
<td>Field experience, Values</td>
</tr>
<tr>
<td>5 - Values in Psychology</td>
<td>Field experience, Values</td>
</tr>
<tr>
<td>6 - Information and Technological Literacy</td>
<td>Student writing</td>
</tr>
<tr>
<td>7 - Communication Skills</td>
<td>Conference participation, Student writing</td>
</tr>
<tr>
<td>8 - Career Planning and Development</td>
<td>Field experience, Alumni survey</td>
</tr>
</tbody>
</table>

### 2018 APR

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Measured Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Knowledge Base in Psychology</td>
<td>ACAT/Faculty-developed assessment</td>
</tr>
<tr>
<td>2 - Scientific Inquiry and Critical Thinking</td>
<td>ACAT/Faculty-developed assessment on statistics/research methods Experimental psychology measure</td>
</tr>
<tr>
<td>3 - Ethical and Social Responsibility</td>
<td>Diversity attitudes</td>
</tr>
<tr>
<td></td>
<td>Integrity situational judgment test</td>
</tr>
<tr>
<td></td>
<td>Field experience</td>
</tr>
<tr>
<td>4 - Communication</td>
<td>Student writing</td>
</tr>
<tr>
<td></td>
<td>Conference feedback</td>
</tr>
<tr>
<td>5 - Professional Development</td>
<td>PSY 300 Survey</td>
</tr>
<tr>
<td></td>
<td>Field experience</td>
</tr>
<tr>
<td></td>
<td>Alumni survey</td>
</tr>
</tbody>
</table>
PSYCHOLOGY DEPARTMENT
ACADEMIC PROGRAM REVIEW
2018

Assessment
APA Student Learning Outcomes

SLO 1 – Knowledge Base in Psychology
Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems. At the conclusion of the program, graduates should show depth and breadth of knowledge and application to complex problems.

SLO 2 – Scientific Inquiry and Critical Thinking
This domain involves the development of scientific reasoning and problem solving, including effective research methods. At the conclusion of the program, graduates should be capable of designing and executing theory-based research plans.

SLO 3 – Ethical and Social Responsibility
This domain involves the development of ethically and socially responsible behaviors for professional and personal settings. At the conclusion of the program, graduates should demonstrate adherence to professional values and conduct.

SLO 4 – Communication
Students should demonstrate competence in writing and in oral and interpersonal communication skills. At the conclusion of the program, graduates should be capable of conducting independent research, explaining scientific results, and presenting information to a professional audience.

SLO 5 – Professional Development
Students should demonstrate capacity for application of psychological material, project-management skills, teamwork skills, and career preparation. At the conclusion of the program, graduates should be ready to begin psychologically-relevant careers or study at a graduate level.
Assessment Process
Given the staffing changes our department has experienced over the last five years (e.g., four new tenure-track faculty were hired), there have been shifts in priorities such that annual assessment reports were not written for two years (if you have questions, ask Theresa directly). However, two new faculty were added to the department’s Assessment Committee in Fall 2016, and the latest annual report is available in the conference room file cabinet for review. Currently, the department’s assessment process requires graduating seniors to complete a series of questionnaires and tests selected or developed by the faculty to measure how well students are meeting the APA’s student learning objectives. This assessment is given at the end of the semester before graduation. The measures currently being used by the department are listed below by student learning objective; generally, each objective is assessed with two or more measures.

SLO 1 – Knowledge Base in Psychology

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACAT (194 items; Fall 2016)</td>
</tr>
<tr>
<td>Faculty-developed assessment (100 items; every semester)</td>
</tr>
</tbody>
</table>

This learning objective remains the same from Version 1 to Version 2 of the APA’s guidelines. We implemented a 50-item test in 2011, after which it was revised to increase each section to 10 items rather than five (see 2012-2013 Assessment Report). The current 100-item test covers 10 content areas and has been in use since 2012 (revised in 2014 and currently revising it for 2018). To evaluate the faculty-developed assessment (2014 revision), we asked Fall 2016 graduates to complete this test as well as the ACAT. For these graduates, we found that overall the ACAT and the faculty-developed assessment content areas were positively correlated with a few exceptions. Some correlations were lower than expected in a few areas: Abnormal ($r = .21$), Development ($r = .43$), Memory & Cognition ($r = .47$), and negative correlations found in the Personality ($r = -.12$) and Behavioral Statistics ($r = -.46$) content areas. We compared ACAT test scores to our faculty-developed assessment scores and found low correlations between some of the subscales that may be indicative of a content-validity issue. We speculate that the content on the faculty-developed assessment may be more narrowly focused.

Across the ten assessed content areas, there was a consistent trend that graduating students who had completed relevant coursework ($M = 6.28/10.00$) performed better than students who had not ($M = 5.19/10.00$). We are encouraged that students who took the relevant coursework scored higher than those who did not take the coursework. However, the overall low numbers in general will be a topic of discussion at upcoming faculty meetings and a focus for improvement.
Based on these results, we are discussing options that include revising the faculty-developed assessment or returning to the ACAT or some other standardized measure for 2018. The assessment process has led to a discussion among the faculty regarding the focus of the Knowledge Base in Psychology. Depending on whether we focus on an overall knowledge of psychology versus determining what information is learned in specific areas, the type of measure we use will need to reflect the agreed-upon focus. We are still determining that focus at the time of the writing of this self-study.

**SLO 2 – Scientific Inquiry and Critical Thinking**

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty-developed assessment <em>(questions on experimental design &amp; statistics)</em></td>
</tr>
<tr>
<td>Experimental psychology measure <em>(9 items)</em></td>
</tr>
</tbody>
</table>

This objective focuses on a psychology student’s ability to reason, develop, and execute effective research methods.

Specific items from the faculty-developed assessment regarding experimental design and statistics measured knowledge of these topics. During the Spring 2017 semester, we added a 9-item measure of experimental psychology concepts developed by the assessment committee to further evaluate knowledge of research methods given the heavy emphasis on research in our program. Of the 43 students who completed this test, the average score was 5.35 *(SD = 1.67)*. An item analysis of the test indicates that students struggled with levels of measurement, interpreting an ANOVA table, validity, and causation.

In addition to the measures described, there are 2 other areas that are not measures per se but do provide important opportunities for students to learn the research process and develop critical thinking skills. All psychology majors are required to complete both Experimental Psychology and two upper-level lab courses as part of their degree, in which they receive firsthand experience in designing, executing, analyzing, and presenting the results of a research experiment. Finally, experience in research is also developed through opportunities such as: Summer Student Research Program (SSRP; conducting a student-led research project supervised by a faculty member), the Undergraduate Research Fellowship (URF; conducting a student-led research project supervised by a faculty member), PSY 399 (helping a faculty with their research), and PSY 499 (conducting a student-led research project supervised by a faculty member).

**SLO 3 – Ethical and Social Responsibility**

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity attitudes <em>(5 items)</em></td>
</tr>
<tr>
<td>Integrity situational judgment test <em>(5 items)</em></td>
</tr>
</tbody>
</table>

Before Spring 2017, the department utilized the 15-item Miville-Guzman Universality-Diversity Scale – Short Form (M-GUDS-S; Fuertes, Miville, Mohr, Sedlacek & Gretchen, 2000) and a Tolerance of Ambiguity Scale to assess students’ interest in participating in diverse social and cultural activities. However, it was determined by the assessment committee that the individual items within the M-GUDS-S may bias participant responses.
Thus, a shorter 5-item subscale of the Civic Attitudes and Skills Questionnaire (Diversity Attitudes; Moely, Mercer, Ilustre, Miron, & McFarland, 2002) was introduced in Spring 2017 to more accurately capture student perceptions of diversity. Items like “Cultural diversity within a group makes the group more interesting and effective” indicate more tolerance towards diversity. Answers ranged from 1 (Completely disagree) to 5 (Agree completely). The average score was 4.06 (SD = .50) and all students reported a mean score of 3 or higher, indicating positive perceptions of diversity. In the future, we would like to include a measure of social desirability to see if these scores are inflated.

Professional values were also assessed with a 5-item shortened and revised form of Becker’s (2005) situational judgment test (SJT) of employee integrity. Of the 44 graduating seniors in Spring 2017, 43 provided responses to the integrity instrument. Scoring for SJTs uses differential weights for responses to various scenarios to reflect a respondent’s level of the underlying trait of interest. Given the instrument’s scoring format, possible scores range from -5.00 (very low integrity) to +5.00 (very high integrity). All responding graduates scores at or above the scale’s midpoint (minimum: 0). On average, graduates’ responses reflected a moderate-to-high degree of integrity (M = 2.88). An example item from the integrity test is shown below:

It is a beautiful day outside – sunny, warm, and inviting. You are scheduled to work, but you are tempted to take the day off and go to the beach with some friends. In all honesty, which of the following would you most likely do?

a. Call in sick and go to the beach.
b. Go into work and work as hard as you usually do.
c. Call your boss and tell him or her that you’d like to go to the beach and see if your boss can find someone else to work for you.
d. Go into work, but do not work as hard as normal.

SLO 4 – Communication

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written communication (grading 9 upper-level papers)</td>
</tr>
<tr>
<td>Conference presentations (qualitative feedback)</td>
</tr>
</tbody>
</table>

One major focus of our assessment program is written communication. The PSY 250 – Behavioral Statistics course introduces students to APA format for writing results. However, it is the PSY 270 – Experimental Psychology course that introduces the foundations of APA-style writing. The writing rubric used by the department to assess writing is regularly discussed and revised by the faculty. This rubric provides for an evaluation of central focus, content development, APA style, citations of sources/evidence, mechanics and purposeful organization. The grading rubric can be found in the file cabinet with the assessment surveys. The development of a student’s writing skills was evaluated by the three members of the assessment committee. Specifically, nine students who completed an upper-level research lab were selected by the faculty to evaluate their writing skills. Students’ papers were graded and compared using the grading rubric. After grading was complete, the committee met to discuss both the papers and the grading rubric. Our methodology for assessing writing this year was focused less on estimating an average level of student proficiency, and more focused on examining the reliability of ratings made by members of our Assessment Committee. In general, committee members were consistent in their patterns of element ratings. Of 16 rating
dimensions, reliabilities exceeded acceptable standards for 12 (ICC > 0.70). Discrepancies on the four less stable dimensions (0.41 ≤ ICC ≤ 0.69) have been discussed and a common frame-of-reference moving forward should facilitate more efficient evaluation in the future. Specifically, there were some sections of the rubric with low reliability such at APA Formatting and Discussion – Relevance/Implications. Based on our meeting, we determined that given our different teaching styles and focus on writing combined with a rubric that didn’t provide clear anchors, we should revise the rubric for the future. Specifically, the Discussion – Limitations, Future Research, and Implications should be separated. The committee is planning to meet with faculty to discuss revising the grading rubric for assessment purposes. The value of this assessment is that it provided faculty with an opportunity to discuss the competencies we think are critical for undergraduate students (e.g., APA format, theory-building, and implications) and we will continue this discussion in the future.

Conference attendance is encouraged among our students and is most often funded by the Psychology Department as well as other entities on campus. Students who want to attend but are not presenting are sometimes funded through fundraising done by the Psychology Club. We strongly encourage students to present at conferences because we believe it provides students with an opportunity to learn about current research in psychology, network with other professionals, and learn about professional communication at a conference. An average of 20 students present at conferences annually. These students collaborated with other students and faculty to present at conferences. Students tend to present at local and regional conferences (Great Plains Students’ Psychology Convention, Nebraska Psychological Society, Rocky Mountain Psychological Association) as well as national conferences (e.g., American Psychology-Law Society).

We receive qualitative feedback from some conferences (i.e., Great Plains Students’ Psychology Convention) that is given to students. Findings in general indicate that our students present well and have a good understanding of their projects. Oral communication is one area we have targeted as a high need for further evaluation and refinement in the future.

SLO 5 – Professional Development

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 300 survey</td>
</tr>
<tr>
<td>Field experience</td>
</tr>
<tr>
<td>Alumni survey</td>
</tr>
</tbody>
</table>

Professional development refers to project-management skills, teamwork skills, and career preparation. Throughout their time at UNK, psychology students must take PSY 300 – Orientation to Psychology, where they learn more about the specifics of resume-building and career planning. Students are also given a faculty-developed survey assessing their perception of preparation for a career in psychology. This survey is measured at the beginning and end of PSY 300, and in Spring 2017, a variation of this measure was introduced to the exiting senior assessment packet.

Specifically, graduates responded to a series of questions focused on how prepared they perceived themselves to be regarding three key concerns: 1) starting a career relevant to their major, 2) applying to and earning a graduate degree, and 3) applying psychological concepts moving forward. On average Fall 2016 and Spring 2017 graduates expressed relatively high
levels of preparedness for post-graduation plans: career preparedness – 4.16/5.00; graduate school preparedness – 4.05/5.00; and application of concepts – 4.70/5.00.

Finally, professional development is assessed using a field experience survey. Students in PSY 408F are required to work in the field during the semester. At the end of the semester, field supervisors provide feedback on the performance of their students. In 2017, 11 students participated in field experience and met expectations for the course. On average, 10-15 students participate in field experience every year. Of the supervisor evaluations, 95% report they are satisfied or very satisfied. For more details, please see the assessment report.

An alumni survey has been used in the past and we plan to distribute the survey during 2018. Previous information from the survey indicates we have been reaching our goals. Information from this older alumni survey is available in the cabinet in the conference room.

With the addition of four new faculty members, the department has been discussing the purpose and goals of our program. The first steps have been to introduce new course offerings, then revise the program and program assessment. Future steps include thinking about how to effectively gather data from our alumni, and this is an area we will be focusing on in the future.
Institutional Contributions

Abstract

The Psychology Department makes significant contributions in support of a variety of campus-wide programs. Four courses are offered in the General Studies Program. Consistent course support (both within General Studies and in advanced coursework) for the Honors Program, the Health Sciences programs, the Thompson Scholars Learning Community Program, and other interdisciplinary programs are described.
From the UNK catalog:

UNK's General Studies program is a diverse set of courses that provides the foundational knowledge that society expects an educated citizen to have. The General Studies program provides the skill-set necessary for life-long learning and provides students the opportunity to explore subjects and/or areas of interest.

**General Studies Mission:** The UNK General Studies program helps students acquire knowledge and abilities to: understand the world, make connections across disciplines, and contribute to the solution of contemporary problems.

The UNK general studies (GS) program has remained stable with few structural changes during the period of this review. The department’s GS offerings consisted of PSY 203 - General Psychology, PSY 230 - Human Development for the Social Science section; PSY 250 - Behavioral Statistics for the Analytic and Quantitative Thought section; and PSY 231 - Abnormal Behavior and Society for the Wellness section. PSY188 and PSY 388 (various topics) are offered as portal and capstone courses, respectively.

Snapshots of GS course enrollments from 2012 to 2017 reveal a steady decrease in enrollments that runs parallel to the decrease in total UNK enrollments. PSY 203 enrollments show the steepest decline, and the remaining general studies courses are less so, possibly due to fewer sections that readily fill up. A more complete picture of the enrollment data is in the Appendix for this section.

**Fall Semester Enrollments over 6 years for General Studies Courses, PSY 203, 230, 231, and 250. The Fall 2012 data were reported in the last APR.**
UNK is in the process of merging the Colleges of Natural and Social Science with the College of Fine Arts and Humanities. In this context, the Senior Vice Chancellor has also promised a reconsideration of the structure of the General Studies program. It is unclear what impact of these changes will have on the department enrollment.

There has been some discussion among the faculty as to whether the PSY 250 course is appropriate for the Analytic and Quantitative Thought section of the GS program, especially after reviewing the assessment criteria for that section.

The department has been offering portal and capstone courses. Our current portal course is Death, Society, and Human Experience. It is offered every fall semester and is occasionally offered as a Thompson Scholars class. Enrollment data for this class are included in the Appendix.

Our current capstone course offering is PSY 388, the Science of Fear, which is dual-numbered as BIO 388 and is team-taught by Dr. Wozniak and Dr. Kim Carlson in Biology. It is offered every other spring. The course has also been offered as a non-team taught Honors course in the Spring of 2016 by Dr. Wozniak at the request of the Honors program. Another capstone course has been developed by Dr. Wadkins and Dr. Carol Lilly in History. They developed Rest In Peace: Death and Cemetery Culture to be offered the first time in the Fall 2018 semester.
Institutional Contributions
Honors Program

From the UNK catalog:

The Honors Program at the University of Nebraska at Kearney offers exceptional students the opportunity to excel in academic, leadership, and personal development during their undergraduate career. This four-year Program enriches and supplements all academic majors at the University through special classes, an Honors learning community, scholarly projects (research and creative activity), study abroad, leadership development, and service learning. The Program is designed for students of high academic abilities and ambitions, offering a challenging experience in the Liberal Arts tradition.

According to the Director of the Program, Dr. John Falconer, “Curricular contributions come in two forms:
1) Honors General Studies Courses: Honors students are required to complete 9 credit hours of Honors General Studies courses, which since January of 2013 are limited to only Honors Students. This can in some cases reduce demand, but I think the data for PSY 203 show reasonable demand. In addition to excluding non-Honors students, we ask the department to limit size to 25 students, and beginning Fall 2017 have asked the instructor to focus the pedagogy on critical thinking. Both of these impact departments, so to offer them without compensation (as happens with other programs) is a mark of phenomenal good will. Without this cooperation, the Honors curriculum would be disabled. Because of the high volume of pre-med and education students, psychology is popular with the Honors Program.
2) Honors Option Courses: Honors students are required to complete 9 credit hours of Honors Option courses. These are 300 and 400 level classes in the student’s major or minor. The student and instructor devise a project that the student will complete in addition to the coursework on the syllabus (for non-Honors Students). This gives the student an opportunity to work one-on-one with the instructor, thus getting a deeper learning experience. However, each H-Option project demands a bit more time from the instructor.

There are also extra-curricular contributions. Honors Students are under heavy pressure to engage in independent research. Several psychology faculty members regularly work with students on independent research.”

The psychology department maintains an active complementary relationship with the Honors Program. Honors sections for classes are created as needed when students approach a professor about taking a class as an honors option. However, a number of classes have frequent demand and the H-option designation is regularly listed on the class schedule.
Enrollment data are presented in the Appendix. The number of students enrolled in any one section is not overly large, typically just one or two. However, the large number and broad variety of offerings provides the range of opportunities needed for honors students to successfully complete their program.
From the UNK catalog:

The University of Nebraska at Kearney offers pre-professional training in a variety of fields. Some of the career interests for which UNK offers undergraduate preparation include Pre-Medical, Pre-Dental, Pre-Pharmacy, Pre-Physical Therapy, Pre-Mortuary, etc. Health Sciences assist in the planning of the student’s schedule in accordance with the requirement of the professional school selected by the student.

Students can also receive information about career choices, information relating to specific professional schools and clinical programs, and assistance in making application to these schools and programs. Students are also encouraged to pursue an academic major and work towards a baccalaureate degree.

The University of Nebraska at Kearney is very proud of the success that our students have enjoyed in gaining admission to these professional schools and clinical programs. The overall acceptance rate of UNK students to all our various health programs has been approximately 70% over the last ten years.

Health sciences make up a large set of programs at UNK. According to the Health Sciences Program, there are 782 students enrolled in specific preparatory programs in allied health. The numbers of declared psychobiology majors by fall semester of the past five years is depicted below. Given the growth of the psychobiology program, Drs. Hill and Lanz have been designated as Psychobiology advisors.

The psychobiology comprehensive major is designed to attract, and meet the needs of a variety of health science majors. The psychobiology program director meets regularly with the health sciences director to revise the curriculum, with departmental approval. The major has had steady growth over the years, and usually has around 45 active majors, with a recent slight dip in declared majors.

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
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</thead>
<tbody>
<tr>
<td>Number of Psychobiology Majors</td>
<td>30</td>
<td>45</td>
<td>45</td>
<td>46</td>
<td>37</td>
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</tbody>
</table>

Courses offered by the psychology department for health science majors overlap heavily with general studies offerings: PSY 203, PSY 230, PSY 231 and PSY 250.
Just before the last program review, changes in the MCAT began to emphasize the social and behavioral sciences. This will probably not have a direct impact on psychology department enrollments above. However, it will impact the nature of our course offerings, most importantly for PSY 203. The new MCAT guidelines require a very broad coverage of psychological concepts. Dr. Jean Mandernach (an adjunct professor) developed an online general psychology section designed for health science majors that emphasizes the MCAT objectives. Fact-based and broadly structured, it allows these students to acquire the content needed to successfully pass those portions of the MCAT. Dr. Mandernach has offered that course every summer over the review period, and it will continue to be offered.
From the UNK catalog:
The William H. Thompson Scholars Learning Community (TSLC) is a living/learning community for students who are awarded the Susan Thompson Buffett Foundation Scholarship at the University of Nebraska Kearney (UNK). The Thompson Learning Communities were initiated in 2008 at UNK, UNO, and UNL through a partnership between the University of Nebraska and the Susan Thompson Buffett Foundation; the learning communities are named in honor of William H. Thompson, the father of Susan Thompson Buffett. Students who choose to attend UNK become known as Thompson Scholars and automatically become part of the living/learning community.

While the Thompson Scholars Learning Community Program focuses primarily on the 1st-year experience, the TSLC Program also provides services to 2nd-year through 5th-year Thompson Scholars. The TSLC Staff offers academic support and individualized attention to students so that they can achieve academic success, become engaged in campus life, and graduate from college.

According to the Director of the Program, Dr. Robert Luscher,
“We of course offer the classes to help our students satisfy GS requirements, and PSY 203 is particularly helpful to some students in that way because their majors include it as a desired/required social science. But the main rationale relates to the classes being composed only of TSLC students so that they (the classes) help foster a learning community in the fullest sense of the word, complementing the other community-building activities & settings in which these students engage.”

Psychology has been supportive of the Thompson Scholars Learning Community largely via the offering of TSLC designated classes. Expansion of our TSLC course offerings are planned.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>Fall, 2013</td>
<td>PSY 188, Death, Society, and Human Experience</td>
<td>Wozniak</td>
</tr>
<tr>
<td>Spring, 2014</td>
<td>PSY 203, General Psychology</td>
<td>Forrest</td>
</tr>
<tr>
<td>Spring, 2015</td>
<td>PSY 203, General Psychology</td>
<td>Forrest</td>
</tr>
<tr>
<td>Spring, 2016</td>
<td>PSY 203, General Psychology</td>
<td>Forrest</td>
</tr>
<tr>
<td>Spring, 2017</td>
<td>PSY 203, General Psychology</td>
<td>Forrest</td>
</tr>
<tr>
<td>Fall, 2017</td>
<td>PSY 188, Death, Society, and Human Experience</td>
<td>Wozniak</td>
</tr>
<tr>
<td>Spring, 2018</td>
<td>PSY 203, General Psychology</td>
<td>Fritson</td>
</tr>
</tbody>
</table>
Institutional Contributions
Courses Used in Other Programs

Over the last 5 years, the Nebraska Board of Regents has mandated a reduction in the total number of hours allowed in any Bachelor's degree to 120 hours. They have taken this action to encourage completion of any degree in four years. Since the General Studies (GS) program is 45 hours, this has left little wiggle room for majors and minors that historically exceeded the remaining 75 hours. Indeed, some Teacher Education programs had exceeded 150 total hours in order to meet certification standards in two subject endorsements.

Since the Psychology Department offers a range of courses within the General Studies (GS) Program, many programs, especially those in the Social Sciences, will require a GS Psychology course in their program. The specification of GS course requirements does not reduce the number of hours within the major.

Some comprehensive majors do allow advanced Psychology courses to be counted in an elective list. This has had a relatively limited effect on our enrollments.

<table>
<thead>
<tr>
<th>Program</th>
<th>Psychology Course</th>
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<tbody>
<tr>
<td>Communication Disorders Comprehensive Major</td>
<td>203, 230, 250, 403, 430, 455, 462</td>
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<tr>
<td>Criminal Justice Comprehensive Major</td>
<td>231, 374, 376, 407, 455, 477</td>
</tr>
<tr>
<td>Organizational and Relational Communication Comprehensive Major</td>
<td>410</td>
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<tr>
<td>Health Sciences: Pre-Radiologic Technology</td>
<td>203</td>
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<tr>
<td>Health Science: Respiratory Comprehensive</td>
<td>231, 313, 462, 465</td>
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<tr>
<td>Health Science minor</td>
<td>192, 230, 231, 462</td>
</tr>
<tr>
<td>Health Science: Public Health minor</td>
<td>192, 231, 462</td>
</tr>
<tr>
<td>Health Science: Pre mortuary Science</td>
<td>192, 203, 230, 231</td>
</tr>
<tr>
<td>History-Social Science Comprehensive</td>
<td>Any course to fill electives</td>
</tr>
<tr>
<td>International Studies major</td>
<td>372, 416</td>
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<tr>
<td>International Business minor</td>
<td>372, 416</td>
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<tr>
<td>Philosophy Major</td>
<td>416</td>
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<tr>
<td>Public Administration Major</td>
<td>410</td>
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<tr>
<td>Women’s and Gender Studies Minor</td>
<td>374</td>
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</tbody>
</table>

Some of these programs are designed to be interdisciplinary. Psychology contributes to the International Studies programs, a number of Health Science programs, the Gerontology minor (housed in the Psychology Department,) and the Women’s and Gender Studies minor.
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<tbody>
<tr>
<td>PSY 203</td>
<td>155</td>
<td>108</td>
<td>66</td>
<td>5</td>
<td>235</td>
<td>155</td>
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<td>146</td>
<td>126</td>
<td>66</td>
<td>5</td>
<td>363</td>
</tr>
<tr>
<td>PSY 230</td>
<td>91</td>
<td>62</td>
<td>40</td>
<td>6</td>
<td>21</td>
<td>91</td>
<td>62</td>
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<td>59</td>
<td>33</td>
<td>28</td>
<td>42</td>
<td>30</td>
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<tr>
<td>PSY 231</td>
<td>84</td>
<td>92</td>
<td>55</td>
<td>12</td>
<td>107</td>
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<td>92</td>
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<tr>
<td>PSY 250</td>
<td>59</td>
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<td>62</td>
<td>59</td>
<td>50</td>
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<tr>
<td>totals</td>
<td>661</td>
<td>504</td>
<td>472</td>
<td>372</td>
<td>442</td>
<td>553</td>
<td>433</td>
<td>252</td>
<td>11</td>
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<tr>
<td>PSY 188 POR</td>
<td>30</td>
<td>1</td>
<td>22</td>
<td>1</td>
<td>22</td>
<td>1</td>
<td>21</td>
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<tr>
<td>PSY 388 CAP</td>
<td>9</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>25</td>
<td>1</td>
<td>10</td>
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<tr>
<td>TOT ENR</td>
<td>7200</td>
<td>7050</td>
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<td>6750</td>
<td>6790</td>
<td>6640</td>
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This section provides information on recruitment, admission, and retention of students into the Psychology program at the University of Nebraska at Kearney. Psychology is a fairly popular major both within the University and the College of Natural & Social Sciences. Students appear to be completing their program in a timely fashion and the department strives to provide a course rotation to insure successful completion within a four-year period. Student financial support through scholarships is modest. UNK boasts a very active Psychology Club and Psi Chi Chapter that serves to engage students.
Recruitment Activities

The department participates in recruitment activities at the College and University level. We participate in UNK’s Junior and Senior Day, Transfer Days, World Herald Scholars Interviews, New Student orientation, and other events as called upon. Members of the faculty host visitation tours as requested by high school students on a daily basis. In Fall of 2016, we reinstituted the biennial high school psychology fair, in which 200-300 high school students are exposed to psychological activities on the UNK campus. High school students and teachers as well as our own students are engaged in activities during the event.
Admissions Data

Admission’s data from the UNK Factbook is posted on the web and includes information about planned majors for first-time freshmen. The Department of Psychology is currently in the College of Natural & Social Sciences which has the largest percentage (43.9%) of incoming freshmen. Psychology had the 9th highest number of declared majors for first-time freshman representing 3.2% of the total number of students. Within the College of Natural & Social Sciences, Psychology had the 3rd highest number of first-time freshman in 2017 representing 7.3% of the CNSS total. Health Sciences had the largest at 39.5% followed by Biology at 18.1%. It should be noted that while Health Sciences recently became an official major, previously students entering UNK often declare one of their pre-professional programs and thus are classified that way. Psychology has had a strong representation in the health sciences (particularly in the psychobiology program) and thus part of that group (39.5%) would include future psychology or psychobiology majors.

<table>
<thead>
<tr>
<th>Degree Seeking First Time Freshmen (Fall 2017)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Technology</td>
<td>15.5%</td>
</tr>
<tr>
<td>Education</td>
<td>16.2%</td>
</tr>
<tr>
<td>Fine Arts &amp; Humanities</td>
<td>10.6%</td>
</tr>
<tr>
<td>Natural &amp; Social Sciences</td>
<td>43.9%</td>
</tr>
<tr>
<td>University College (Undecided)</td>
<td>13.8%</td>
</tr>
</tbody>
</table>

Over the last 5 years, our number of first time freshmen have remained relatively stable varying from a high of 8.3% (36 students) in 2013 to 6.6% (26 students) in 2015.
Retention / Persistence Issues

Retention and persistence rates are not available for psychology majors. It would appear that there is considerable switching both to and from the psychology major prior to the completion of PSY 250 (Behavioral Statistics) and PSY 270 (Experimental Psychology), our primary gatekeeper courses.

Information from the UNK Factbook on retention and persistence show the following for the university: Retention rates from freshman to sophomore typically average around 81% (in 2013-14 that rate was 79.5%; in 2014-15, 79.7%; and in 2015-16, 83.6%). These rates have been within the high 70s-low 80s since 1999. Current persistence rates (percentage of undergraduate students who returned, reentered, or graduated) are 72.8% after 2 years; 65.8% after 3 years; 63.7% after 4 years; 67.1% after 5 years; and 64.9% after 6 years.
Student Profile and Support Data
Graduation Rates

Graduation Rates

Graduation rates for psychology have already been reported in this document on page 33. The psychology department curriculum and course rotation is designed such that a student should be able to complete his or her degree in 4 years.

The overall university graduation rate at UNK for the last 10 years has shown that the 6-year graduation rate ranges from a low of 53.2% to a high of 60.6% with an average of 57.3%. The most recent 2010-2011 cohort exhibited a 56.9% graduation rate at 6 years.

Time to Degree

Students can potentially complete the degree in 4 years. Perhaps the most important determinant is the set of five courses (PSY 203; PSY 250; PSY 270; and two Psychology Lab courses) that must be taken in a particular sequence in order complete the program. The statistics course, experimental methods course and upper-level lab courses all involve a heavy workload for the faculty member teaching them. Most of our faculty teach some form of a lab 3 out of every 4 semesters. Since the last APR, the department has offered more sections of both PSY 250 and PSY 270 in order to accommodate what was thought to be a temporary increase in enrollment.

The increased enrollment is somewhat lighter but the additional sections have proved helpful in reducing the workload in these courses by having fewer students spread across more sections. The department has also been addressing a similar issue seen in the upper-level labs. We are aware that some of the labs require empirical studies to be designed and carried out by the students including design, IRB approval, data collection and analysis and write up. Since 2 labs were required, the labs would reach capacity within a day or two of registration and students that register later would be unable to sign up for these labs. We have now formalized the structure of the program to recognize practical labs which do not involve an independent research project. Practical Labs have demonstrations and exercises and can generally have larger enrollments and the empirical labs are Research Labs that include small group or independent research projects that would have smaller enrollments. Students must take at least one Research Lab while their second lab may be a Research Lab or Practical Lab.

In a recent graduating class (Spring 2017), out of 44 graduates 56.8% graduated in 4 years or less, 79.5% in 5 years or less, and 88.6% in 6 years or less. This cohort did include 2 students who would be considered outliers having taken more the 10 years mainly due to a history of part-time enrollment and/or long gaps of no attendance.
Scholarships for Students

In 2003, the department established two scholarships to support students. The Psychology Faculty Scholarship is funded through yearly contributions from faculty and former faculty. Typically, an award is given to two students in the amount of $500 each as determined by the Scholarship Committee and approved by the entire department. The recipient must be a declared psychology or psychobiology major, of sophomore, junior, or senior standing, have completed at least 6 hours in psychology, and have a GPA of at least 3.0; financial need may be considered. The second departmental scholarship is the Psychology Alumni Scholarship. This scholarship is primarily funded by (but not restricted to) contributions from UNK Psychology graduates. To date, this scholarship has not been awarded because the scholarship account lacks sufficient funds to make an award. However, within the past semester this fund has received additional funds and may be awarded in the near future.

Incoming and continuing students have other college-wide and university-wide scholarships available to them. Some scholarships, like the Copley Family Scholarship, are frequently awarded to psychology majors even though they are not designated exclusively for psychology.
Support Services for Students

Orientation to Psychology Course (PSY 300)

The Psychology Department offers the Orientation to Psychology (PSY 300) every semester. All psychology majors are required to take this one credit hour course and are encouraged to take it between the second semester of their freshman year and the end of their sophomore year. Orientation to Psychology provides support for psychology majors through the following objectives: (a) Providing academic and career advice, (b) Increasing students’ knowledge of psychology’s relationship with other disciplines, (c) Enhancing students’ awareness of professional ethics and responsibilities in the field, and (d) Increasing students’ knowledge of cutting edge issues in psychology and understanding the public image of the field.

Orientation to Psychology also provides resources and experiences that allow students to prepare for careers in the field upon graduation or graduate school. Information related to careers in the field, preparation for jobs (e.g., resume and curriculum vita preparation), and strategies regarding the Graduate Record Examination (GRE) are also discussed. Students are required to create an academic plan during this course.

Psi Chi and Psychology Club

The UNK Psychology Club is an active chapter that is open to all students who are interested in psychology. The club promotes student engagement in service learning, community activities, philanthropy, and academic psychology experience with invited speakers and demonstrations. The club members are also active in campus-wide and community activities.

Psi Chi is an International Honor Society for elite psychology students. The UNK Psi Chi Chapter is actively involved on the UNK campus, often combining forces with the Psychology Club to offer support and opportunities for students. The alliance of the Psychology Club and Psi Chi Chapter promotes efficient use of resources so that all students benefit from the strengths of others. Although officially affiliated with the Midwestern Region of Psi Chi, students in the UNK Psi Chi Chapter have regularly participated in the Rocky Mountain Region of Psi Chi since faculty and students regularly attend the Rocky Mountain Psychological Association (RMPA) convention. UNK students have presented papers in Psi Chi sessions at RMPA.
A list of past chapter activities is listed below:

- Supporting/organizing professional seminars for area mental health care providers to attend for continuing education credits.
- Promoting psychology through Career Day Panels in which professionals serve to discuss their careers and opportunities in the field (offered each semester).
- Booths and activities at campus-wide events such as Blue & Gold Day.
- Organizing the annual department “Welcome Back” picnic.
- Organizing and hosting the annual Psi Chi Induction Ceremony and Psychology Department banquet.
- Promoting and participating in campus and community philanthropy projects, such as Habitat for Humanity, food collections for the Jubilee Center, Big Blue Cupboard, and Crossroads Shelter, Equine Therapy, and support services at the SAFE Center.
- Supporting and participating in campus and community activities. Examples include: the Alzheimer Walk, Light-up the Night, and Holly Jolly Jog.
- Collaborate with other campus organizations including mental health First Aid and Active Minds program.

**Campus-Wide Writing Center**

The campus also operates a writing center for student use. Students can submit samples of their writing to the center for comments on how to improve the writing style, grammar, and content. Faculty encourage students to utilize the center, which is free to students at UNK.

**Learning Commons**

The campus operates student centered support services located in the Calvin T. Ryan Library at UNK. UNK Academic Peer Tutoring, the UNK Writing Center, and UNK Student Affairs join resources to provide academic support to all UNK students.
This section contains a summary of relevant demographic data related to the current faculty composition of the department. Position changes in the previous 5 years are also noted. The expertise of faculty, productivity of the department as a whole, advising load, and awards are all presented. Finally, this section contains a brief consideration of future departmental contributions to the institution, and faculty development needs.
Two-page curriculum vitae for each of the faculty members in the department are found in Appendix D. Full vitae for each faculty member are available for review in the file cabinets in the conference room. A summary of the key data present in those vitae are shown below:

Data Summaries

Faculty by rank, year of hire, gender, ethnicity/race, and adjuncts status

The faculty of the psychology department forms a bimodal distribution. The department consists of six full-time, tenured faculty members, all of whom are full professors. The remaining four full-time faculty are each untenured, assistant professors. The department also retains one part-time, adjunct faculty member. The departmental full-time faculty is 50% female has no members that identify with a race/ethnicity other than Caucasian.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Date of Hire</th>
<th>Gender</th>
<th>Ethnicity/Race</th>
<th>Tenured</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forrest</td>
<td>Krista Professor</td>
<td>1997</td>
<td>F</td>
<td>C</td>
<td>Y</td>
</tr>
<tr>
<td>Fritson</td>
<td>Krista Professor</td>
<td>2004</td>
<td>F</td>
<td>C</td>
<td>Y</td>
</tr>
<tr>
<td>Hill</td>
<td>Evan Assistant Professor</td>
<td>2014</td>
<td>M</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Lanz</td>
<td>Julie Assistant Professor</td>
<td>2015</td>
<td>F</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Mandernach</td>
<td>B. Jean Adjunct</td>
<td>Yearly</td>
<td>F</td>
<td>C</td>
<td>N/A</td>
</tr>
<tr>
<td>Mosig</td>
<td>Yozan Professor</td>
<td>1977</td>
<td>M</td>
<td>C</td>
<td>Y</td>
</tr>
<tr>
<td>Rycek</td>
<td>Robert Professor</td>
<td>1983</td>
<td>M</td>
<td>C</td>
<td>Y</td>
</tr>
<tr>
<td>Strain</td>
<td>Megan Assistant Professor</td>
<td>2014</td>
<td>F</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Wadkins</td>
<td>Theresa Professor (Chair)</td>
<td>1990*</td>
<td>F</td>
<td>C</td>
<td>Y</td>
</tr>
<tr>
<td>Waples</td>
<td>Chris Assistant Professor</td>
<td>2015</td>
<td>M</td>
<td>C</td>
<td>N</td>
</tr>
<tr>
<td>Wozniak</td>
<td>William Professor</td>
<td>1978</td>
<td>M</td>
<td>C</td>
<td>Y</td>
</tr>
</tbody>
</table>

*Hired for 1990-1999 as Lecturer, 1999-2000 as Visiting Assistant Professor; hired in 2000 Fall as tenure-track Assistant Professor.
Changes in Faculty since 2013 APR

Since the last evaluation, there have been substantial changes to the personnel of the psychology department. Dr. Fritson was promoted to Full Professor. No faculty obtained tenure during the previous 5 years. However, substantial turnover in the department has led to the hiring of 3 faculty to fill vacant roles: Dr. Hill covering the area psychobiology. Dr. Strain covering the area of social psychology. We were able to redefine one of the positions to focus on an important growth area in psychology, that of industrial/organizational psychology. Dr. Waples was hired to fill that area. Additionally, a new line of funding was secured to establish a new, full-time faculty position in health psychology. Dr. Lanz covers this area.

Areas of Expertise/Teaching Workload

At UNK, the standard is to assign teaching loads at 15 workload hours per semester. A Workload hour is assigned to one lecture credit hour (50 minutes of instruction per week). Currently, workload credit for upper-level laboratory courses is assessed at 1.5 hours per laboratory course taught. For lower-level laboratory classes, workload credit is assessed at one credit hour for both Behavioral Statistics and Experimental Psychology for each section.

Faculty members at UNK are typically assigned a three workload-hour reduction for service assignments. Service may include an assignment as a faculty advisor, reviewing for professional journal(s), or serving on a committee or other service assignments at the department, college, or university level.

Tenured and tenure-track faculty are eligible for an additional three workload-hour release for scholarship. All of the full-time faculty members in the department currently qualify for the release. Currently, most faculty take advantage of this release. While the faculty members are united in their belief that the needs of the students are a top priority, establishing productive lines of scholarly research are essential to the promotion and tenure of new faculty. This level of scholarly activity also meets the goal of providing students with relevant laboratory experiences that highlight the current state of work in the field of psychology.

With the addition of a health psychologist, the faculty members in the department now represent most major areas of expertise in psychology. A list of the faculty with their areas of expertise is provided on the following page. It is the policy of the department to negotiate teaching assignments as much as possible to balance the needs of the program with the desire to teach the faculty members’ areas of expertise. Additionally, each of the members of the department teaches courses in the lower-level psychology curriculum as part of their workload.
<table>
<thead>
<tr>
<th>Name</th>
<th>Field of Expertise</th>
<th>UN Graduate Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forrest Krista</td>
<td>Social/Developmental Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Fritson Krista</td>
<td>Clinical Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Hill Evan</td>
<td>Physiological Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Lanz Julie</td>
<td>Health Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Mosig Yozan</td>
<td>Eastern Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Rycek Robert</td>
<td>Developmental Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Strain Megan</td>
<td>Social Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Wadkins Theresa</td>
<td>Educational Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Waples Chris</td>
<td>Industrial/Organizational Psychology</td>
<td>Yes</td>
</tr>
<tr>
<td>Wozniak William</td>
<td>Cognitive Psychology</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Publications and presentations**

The Psychology Department has produced work that has been published in numerous national and international journals and conferences. During the previous five years, the department’s faculty have 44 publications, and 45 presentations. As is referenced in other sections, the majority of these publications and presentations are the resulting work of psychology students’ interactions with faculty, and as such, include undergraduates as authors.

**Advising of students**

Psychology majors in our department are distributed fairly equitably across all faculty members. One exception is Dr. Mosig, who has an increased teaching load in lieu of advising. Each faculty member advises approximately 30 to 50 psychology majors and minors. Unless changed at the student’s request, the faculty member advises the student for the duration of his or her undergraduate career. This enables the faculty member to learn about the student, and to understand his or her short-term and long-term career goals. The department feels that this enables students to have the best possible advising experience.
Awards and recognition

In the past five years, beginning in the Fall of 2013, the following members of the department have received awards from various institutional entities: UNK Student Government Faculty of the Year Award (Fritson, 2014), UNK Creative Teaching Award (Forrest, 2013), UNK Student Affairs Partnership Award (Forrest, 2013), and Greek Affairs and Office of Student Life Distinguished Faculty Award (Fritson, 2013). On the level of the college, Dr. Fritson was awarded the College of Natural and Social Sciences Faculty Mentor Award in 2013. Additionally, Dr. Rycek has won the Rocky Mountain Psychological Association Distinguished Service Award in 2014.
Support for General Studies curriculum

There is still an opportunity for the Psychology Department to provide General Studies portal classes and capstone classes. In the past, the department developed 2 portal and capstone courses to serve these needs. However, as the faculty composition of the department changes with impending retirements, we need to consider additional support and participation in the General Studies program. In order to meet the needs associated with this changing departmental dynamic, we need to have current faculty alter their course rotations to fill vacancies, and potentially develop new offerings for the General Studies program.

Support for faculty development

The department is comprised of 40% untenured faculty, none of whom has been promoted beyond the rank of assistant professor. The immediate focus on faculty development should be on supporting these individuals’ efforts to obtain promotion and tenure. This will help to ensure the stability of the department and provide additional opportunities for growth. Likewise, as the more senior members of the department begin to move toward retirement, it is important for them to impart their accumulated experience and knowledge to enhance and benefit those just starting their careers. Departmentally, support has previously been given for new faculty to attend national teaching conferences to aid in the development of new skills. This opportunity should continue to be provided in order to ensure that current approaches to teaching are in line with what is accepted pedagogy within the discipline. Finally, it is important that the department continue to strive to meet the demands of an ever-changing educational and technological landscape. The most obvious of these issues revolves around the growing demand for online course offerings. For faculty development, this likely entails supporting new approaches and ideas. While most of the faculty have some experience with the online instructional environment, this continues to be an area within the department where development and improvement can occur. A concerted effort to improve current faculty skills and offerings in this area is necessary to maintain the integrity, as well as the future relevance, of the program. One approach to provide support for faculty development is to develop a Department Colloquia to share teaching techniques and research ideas among the faculty.

Faculty retention/retirement

Faculty retention has recently become an issue in the department over the previous 5 years, with the departure of three faculty members. Having untenured faculty naturally lends itself to the
potential for turnover. Another consideration needs to focus on the anticipated retirement of two (at minimum) faculty members over the coming 5 years. The department needs to develop plans to compensate for these changes. The primary goals need to focus on maintaining the current diversity of psychology content areas and strength of the core courses and to replace those that change with the departure of retirees, to ensure that the curriculum is not weakened by loss of expertise in any area.
Since the last APR, the UNK Psychology Department has worked to maintain what makes the department successful while at the same time making necessary changes in departmental personnel, facilities and equipment. The Psychology Department continues to use services from other divisions on campus to benefit our students. Examples discussed in this section include the Library, the Learning Commons, and Disabilities Services. Our office associate retired after more than 20 years necessitating a search for that position. In addition, we hired 4 new faculty members to replace three former faculty members. Although many of our classrooms and facilities remain the same, with new faculty, came new research interests in Health Psychology and Comparative Psychology with an emphasis in hearing. Therefore, significant remodeling occurred in the Kenneth W. Nikels Physiological Laboratory including the addition of a Health Psychology Laboratory within that space. Finally, as departmental computer hardware and software needs changed, the computer labs structure also changed as well. What has remained the same is the department’s dedication to preparing students for future work and/or graduate school by teaching them to be proficient in MS Office and SPSS.
Office Associate

The department has one 1.0 FTE office associate position, currently held by Anita Loveless. She has been the office associate for the past year. Responsibilities associated with this position have expanded over the years to accommodate the changing needs of an academic department. Duties include:

- Recording and maintaining balances for all department and outside funding (faculty salaries and start-up monies, students, grants, etc.) which includes keeping track of expenses, entering bills into SAP, and keeping the chair advised of monthly balances and concerns.
- Assisting faculty with travel reimbursement by completing pre-travel authorization as well as navigating the very specific rules associated with reimbursement.
- Completing payroll for all student workers and all paperwork necessary to hire student workers as well as necessary updates for faculty salaries, summer salaries and office associate payroll.
- Proficiency with office phone system, copy machine, fax machine, shredder, and stay current with training associated with computers (including using spreadsheets, mail mergers, creating handouts, certificates, etc.).
- Handling the mail for the department as well as collecting documents.
- Providing office support such as helping students, faculty and visitors in need of assistance, both in person and on the phone. Maintaining an inventory of office supplies and reordering as needed. Maintaining all office files and records required by law and/or necessary for operation of the department.
- Assisting with preparation and organization of special events, meetings, and conferences hosted by the department.
- Hiring and supervising student workers.
Work-Study

The department also hires at least one work-study position to help complete the many tasks assigned to the office associate. We currently employ one work-study student.

Human Subjects Coordinator

The department also hires an undergraduate student to serve as our Human Subject Coordinator. The coordinator organizes the human participant research pool. She sets up the Sona.system electronic sign-up for experiments and keeps track of experiments and experimental credits to be given to participating students. The funding for the Human Subject Coordinator position is through a Priority of Excellence fund that was applied for and obtained in 2001 and has been renewed each year.
Facilities

The Psychology Department moved into a renovated Copeland Hall in August, 1996. The present facilities are quite good. They include:

Classrooms. Copeland hall contains three large lecture halls on the first floor, as well as smaller classrooms on both the second and third floors. The large lecture halls seat 87 to 200 and the smaller classrooms seat 33 to 50. All are conveniently near both faculty office and laboratory facilities.

Seminar Rooms. In addition to classrooms, 2 smaller seminar rooms are also available on the third floor and are described separately as the Harry Kirke Wolfe Human Experimental Laboratory and the Instructional Resource Center (IRC). These rooms are not available to individuals outside of the psychology department unless requested and approved by the department.

Harry Kirke Wolfe Human Experimental Laboratory. The laboratory complex in Room 330 Copeland Hall is designed to accommodate various research demands in terms of equipment and logistics. Unobtrusive observation and videotaped recording of behavioral data are possible, as well as the presentation of a variety of perceptual/cognitive tasks. In addition, the area can accommodate 30 students when special equipment or arrangements are needed for classroom demonstrations. The room is used primarily as a seminar classroom but it is also used as an area to collect data from research participants who can be run as small groups.

The IRC. This smaller seminar room in Copeland 343 can seat 10 comfortably and is equipped with conference room table and chairs. A flat screen TV is connected to the computer and the room can be used for small seminar classes, lab courses, and collecting group data. An additional computer in the IRC is connected to a flat screen TV in the hallway. This screen is used for posting timely Psychology Department announcements for students.
Student Offices. Office space is provided for our undergraduate Human Subjects Coordinator. A second office is available for our College Fellow when needed. In order to enhance the community atmosphere, a reading/study area in Room 355 Copeland has been equipped with a coffeemaker, microwave, small refrigerator and reasonably comfortable furniture.

Faculty and Student Research Labs. Approximately 800 square feet of space is available to students for their individual research projects. Six faculty labs are also available. One of the faculty labs contains two compartments with a one-way mirror between them. In 2017 as a gesture of support for the University we allocated one of the research rooms to Sandy Cook-Fong, director of Grace Abbott MSW program at UNO at the request of the Senior Vice-Chancellor.

Computer Lab. Seven hundred and fifty square feet of microcomputer facilities are available to students for statistical analysis (SPSS), word processing, and PowerPoint (Microsoft Office), and other applications in conjunction with their studies and research. As currently situated, the 18 IBM compatible computers (1 for the instructor and 17 for students) are connected to the internet. There is also a laser printer with attached print server in the lab for student use. Students use their student identification cards to pay for their printouts. This printer and attached print server are maintained by the University IT department and not by the Psychology Department.

Kenneth W. Nikels Physiological Psychology Laboratory. The Physiological Laboratory includes space for approximately 10 students at a time, an animal colony, a research and testing room, a cage washing and sanitation area, and a preparation room suited for a variety of applications (e.g. apparatus construction, drug solution mixing, etc.). The animal colony has been recently renovated to provide three separate rooms, suitable for housing different species and preventing the potential for cross-contamination between species. Currently, the three rooms are arranged to house small mammals, small birds, and reptiles. Separate HVAC systems are used in the vivarium. each animal housing area is on its own 24-hour light timer, allowing for the reversal of the day/night cycle of nocturnal organisms. The IACUC veterinarian inspects the facilities at least annually, and biannually when possible. Equipment is described in more detail in the later section, Equipment Resources.

Perception and Forensics Lab. The perception and forensics laboratory consist of two rooms, a lab and observation booth. The lab is equipped with a large flat-screen television for viewing courtroom video and trial testimony. There are long tables to use for jury deliberation. The adjoining observation booth can accommodate up to 8 students and has a one-way mirror to monitor and record activities. The lab is also equipped with four mobile digital video cameras. There is state-of-the-art digital editing software and computer equipment in the observation room to record and edit activities. There is also VHS to DVD dubbing equipment.

Health Psychology Lab. Located in COPH 341 this lab provides space and materials for undergraduate students to conduct health-related research using online or traditional experimental designs. In addition to a table and counter space for student use as well as a computer and printer, the lab currently includes: a body weight scale to measure weight, BMI, body fat percentage, and body water percentage; a stadiometer to accurately measure height; tape
measures for waist-to-hip measurements; pedometers to measure steps taken, calories burned, and distance walked.

This library report, provided for the Academic Program Review of the Department of Psychology, was prepared by Laurinda Weisse, University Archivist & Librarian for Natural and Social Sciences/Assistant Professor, during the Fall 2017 semester. The report provides general information about the Calvin T. Ryan Library, as well as specific library resources and services which support the Department of Psychology.

Library Mission Statement
The Calvin T. Ryan Library supports the University of Nebraska Kearney mission by acquiring and organizing resources; providing collaborative assistance and instruction in support of scholarly teaching, learning and research; meeting information needs; and adhering to recognized standards of library practice.

Facilities and General Statistics
The library’s services and collections are based in the Calvin T. Ryan Library, which was built in 1963 and expanded in 1981-82 to its present size.

The library offers study and classroom seating to accommodate over 800 library users. Group study rooms, individual study carrels, tables, comfortable seating, photocopying and scanning facilities, two instructional computer labs, and a coffee shop are some of the amenities available within the library to support research and curriculum needs. The Learning Commons, which includes Academic Peer Tutoring and the Writing Center, is located on the library’s second floor.

Over 100 desktop and laptop computers are available to library users within the building. These computers are equipped with a full suite of productivity applications. In addition, a multimedia production computer is available for use in the library, as is access to the University’s secure wireless network.

The library is open approximately 3,780 hours per year. During FY 2016-17, library entrance gates recorded 222,785 visits to the library.
**Staff Information**
The library has 19 employees. In addition to the Dean, the library includes 4 library faculty members, 5 professional staff, and 10 support staff positions. The library also employs many student workers.

Library faculty members are assigned to liaison with specific academic departments and programs. These liaison assignments are posted on the library’s website. The librarian liaison works with faculty members of the academic department to identify resources to add to the library’s collections. In addition, the librarian liaison offers instructional classes to the department’s courses, to increase awareness of library resources, improve information literacy, and enhance scholarship. The librarian liaison also maintains Web-based research guides to assist faculty and students in navigating library resources related to that discipline. Research assistance from the librarian liaison is also available through email, telephone, and in-person consultations.

**Budget**
University Administration allocates state funds and tuition revenue in setting the library’s budget, which is augmented by the Student Library Enhancement Fee. The distribution of library funds for purchasing new materials is guided by academic departments’ credit hour production. Each department is able to order as much or as little as they want; the amount of funds allocated to a department is a guideline to assist librarians in ensuring each discipline receives a fair proportion of available funds. Faculty input from academic departments and programs is sought in purchasing decisions so that the library’s collections align with the scholarship and curriculum needs of the University faculty.

Table 1 below indicates the library’s budget allocations to the Psychology Department since FY 2012-13, and any unspent balances during each of those years.

<table>
<thead>
<tr>
<th></th>
<th>Initial allocation</th>
<th>Unspent balance at fiscal year end</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2012-13</td>
<td>$4002</td>
<td>$180</td>
</tr>
<tr>
<td>FY 2013-14</td>
<td>$4002</td>
<td>$492</td>
</tr>
<tr>
<td>FY 2014-15</td>
<td>$4002</td>
<td>$378</td>
</tr>
<tr>
<td>FY 2015-16</td>
<td>$2121</td>
<td>$0</td>
</tr>
<tr>
<td>FY 2016-17</td>
<td>$3261</td>
<td>$1109</td>
</tr>
</tbody>
</table>

**Collections**

**Books, E-books, and DVDs**
As of July 2017, there are over 250,000 print volumes and 130,000 e-book titles in the library’s collections. The library collects other media types as well including: DVDs, microforms, CDs, and art prints.
Within the library’s collections, over 7,300 books, 5,400 e-books, and 100 DVDs were cataloged with call numbers related to psychology, as shown in Table 2 below.

<table>
<thead>
<tr>
<th>Library of Congress Call Number Range / Subject</th>
<th>Print volumes in Book or Reference Collections</th>
<th>Online titles in E-Book Collection**</th>
<th>DVD titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>BF 1-990 / Psychology</td>
<td>4,750</td>
<td>2,765</td>
<td>52</td>
</tr>
<tr>
<td>RC 321-571 / Psychiatry</td>
<td>2,606</td>
<td>2,708</td>
<td>85</td>
</tr>
</tbody>
</table>

**Periodicals**

An increasing number of periodical titles are being made available online. As of July 2017, over 87,000 periodical titles were available online to library users via subscription databases and publisher e-journal packages. The library also maintains over 600 current periodical subscriptions in print, and more than 120,000 periodical volumes, dating from the early 1900s forward.

Table 3 below shows the number of unique periodical titles related to psychology, as derived from Serials Solutions reports, which categorize 60 percent of UNK serials subscriptions by the Hierarchical Interface to Library of Congress Classification (HILCC) system. It is important to note that hundreds of additional psychology-related periodicals are likely available to UNK students and faculty, but are not yet classified within Serials Solutions’ HILCC system.

<table>
<thead>
<tr>
<th>HILCC Subject Area</th>
<th>Number of unique serial titles accessible in print or online</th>
<th>Number of unique serial titles with current issues accessible in print or online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatry – General</td>
<td>91</td>
<td>62</td>
</tr>
<tr>
<td>Psychology</td>
<td>851</td>
<td>683</td>
</tr>
</tbody>
</table>

The above numbers include full-text journals in psychology, regardless of whether they were subscribed to individually by the library, or received through publishers’ e-journal packages or large database aggregators.
During FY 2016-17, the library subscribed to the following individual periodical titles on behalf of the Psychology Department, as shown in Table 4 below:

Table 4: Individual periodical titles subscribed to on behalf of Psychology as of June 30, 2017

<table>
<thead>
<tr>
<th>TITLE</th>
<th>FORMAT</th>
<th>PAID in FY 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archives of general psychiatry</td>
<td>print</td>
<td>$788.95</td>
</tr>
<tr>
<td>Behavioral and brain sciences</td>
<td>online</td>
<td>$1,415.58</td>
</tr>
<tr>
<td>Experimental aging research</td>
<td>online</td>
<td>$926.27</td>
</tr>
<tr>
<td>Human development</td>
<td>online</td>
<td>$1,081.77</td>
</tr>
<tr>
<td>Journal of clinical child and adolescent psychology</td>
<td>online</td>
<td>$1,779.65</td>
</tr>
<tr>
<td>Journal of psychological inquiry</td>
<td>print</td>
<td>$38.60</td>
</tr>
<tr>
<td>Language and cognitive processes</td>
<td>online</td>
<td>$2,718.78</td>
</tr>
<tr>
<td>- Comes with Writing systems research</td>
<td>online</td>
<td></td>
</tr>
<tr>
<td>Perception</td>
<td>online</td>
<td>$2,126.74</td>
</tr>
<tr>
<td>Perceptual and motor skills</td>
<td>online</td>
<td>$1,363.67</td>
</tr>
<tr>
<td>Psychological Issues</td>
<td>print</td>
<td>$167.13</td>
</tr>
<tr>
<td>Psychological reports</td>
<td>online</td>
<td>$722.19</td>
</tr>
<tr>
<td>The American journal of psychiatry</td>
<td>print+online</td>
<td>$1,144.36</td>
</tr>
<tr>
<td>The American journal of psychology</td>
<td>online</td>
<td>$319.21</td>
</tr>
<tr>
<td>The international journal for the psychology of religion</td>
<td>online</td>
<td>$748.68</td>
</tr>
<tr>
<td>The Journal of transpersonal psychology</td>
<td>print</td>
<td>$90.76</td>
</tr>
<tr>
<td>Encyclopedia of Cross-Cultural Psychology</td>
<td>online</td>
<td>$209.23</td>
</tr>
<tr>
<td>JAMA Psychiatry</td>
<td>print</td>
<td>$1,355.08</td>
</tr>
<tr>
<td>The quarterly journal of experimental psychology : QJEP</td>
<td>online</td>
<td>$1,924.10</td>
</tr>
<tr>
<td>Annual Review of Psychology</td>
<td>online</td>
<td>$264.95</td>
</tr>
<tr>
<td><strong>TOTAL PAID in FY 2016-17</strong></td>
<td></td>
<td><strong>$19,185.70</strong></td>
</tr>
</tbody>
</table>

Many of the titles included in previous versions of this table are now available online via the Wiley Online Library, at no additional cost to the library or Psychology Department.

**Databases and E-Resources**

The library subscribes to over 250 online databases including multidisciplinary, full-text sources such as *Academic Search Premier, Academic OneFile, JSTOR,* and *LexisNexis Academic.* Subject-specific databases supporting the Psychology Department include EBSCO’s *PsycARTICLES, PsycINFO,* and *Psychology & Behavioral Sciences Collection.* Table 5 shows recent usage statistics for these psychology-related databases. Note that the number of searches
includes only searches performed in the psychology-related database, while record views captures results from those databases accessed via any platform. This includes instances where the user might discover the psychology-related article or resource via the LoperSearch platform, via Google Scholar, or any other platform.

Table 5: Recent search and view statistics for psychology-related databases

<table>
<thead>
<tr>
<th>Databases</th>
<th>Searches</th>
<th>Record Views</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>PsycARTICLES</td>
<td>2025</td>
<td>2934</td>
<td>$17,090</td>
</tr>
<tr>
<td>Psychology and Behavioral Science Collection</td>
<td>2016</td>
<td>2116</td>
<td>Provided via the Nebraska Library Commission</td>
</tr>
<tr>
<td>PsycINFO</td>
<td>13178</td>
<td>11315</td>
<td>$14,558</td>
</tr>
</tbody>
</table>

In 2012, the library also added subscriptions to a streaming video collections: Films On Demand. It provides online access to over 29,000 documentaries and instructional videos, including 2,180 psychology-related videos.

At the request of Psychology faculty, the library added the Science Education: Psychology subscription to our Journal of Visualized Experiments (JoVE) subscription in 2016. This package addressed a need for additional video content that covered key concepts and fundamental techniques, a gap left by the obsolescence of the VHS tape. The library pays $7,800 per year for this content. JoVE currently provides tutorials and videos in Behavioral Science, Experimental Psychology, Cognitive Psychology, Developmental Psychology, and Sensation and Perception. Due to the short amount of time this resource has been available, we do not yet have usage statistics for it.

Archives and Special Collections
The library’s collections include several specialized collections, including the University Archives and Special Collection, Government Documents, Curriculum Collection. Archival materials include documents, photographs, and realia related to the institution’s history from its founding in 1905 through the present day. Graduate student theses and published documents from the departments that make up the University are also retained in the Archives. The library’s Special Collection includes about 2,400 cataloged items, mostly books, concerning the history of Nebraska, the Great Plains, and the American West. Items related to rural schools, including oral histories and photographs, are also being collected.

Government Documents
The library serves as a federal and state depository of government documents. It has been a selective depository of U.S. Government publications since 1962, with more than 275,000 federal publications in print and microform formats, and cataloged access to over 20,000 federal publications. As a Nebraska State Depository Library, Government Documents also contains about 17,000 state documents in print, microform and online formats. Both U.S. Government and Nebraska State Government documents are added in digital form and appear in the library catalogue.
Services

Learning Commons

The UNK Learning Commons is a collaboration of the Calvin T. Ryan Library and the Division of Student Affairs and designed to assist students in improving their understanding of course material as well as develop stronger learning skills. Services related to Psychology include a) subject tutoring provided by fellow students; b) supplemental instruction where student instructors work with faculty members to provide additional support for the specific class (and instructor) in which a student is enrolled; and c) the writing center where student workers assist students in paper writing and APA style. Table # provides the number of students who used the Subject Tutoring, Supplemental Instruction, and the Writing Center from 2012-2017.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Students Served</th>
<th>Subject Tutoring</th>
<th>Supplemental Instruction</th>
<th>Writing Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY 2012-13</td>
<td>115</td>
<td>0</td>
<td>63</td>
<td>52</td>
</tr>
<tr>
<td>AY 2013-14</td>
<td>108</td>
<td>0</td>
<td>69</td>
<td>39</td>
</tr>
<tr>
<td>AY 2014-15</td>
<td>85</td>
<td>59</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>AY 2015-16</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>AY 2016-17</td>
<td>23</td>
<td>15</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>F 2017</td>
<td>26</td>
<td>25</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Reference / Research Assistance

Research assistance from library faculty is available in-person, by telephone, email and online chat 43 hours per week. During evening hours, 6:30-9pm Sunday through Thursday, librarians are available at the reference desk. Librarians are on-call during the remaining reference hours. Additionally, librarians regularly respond to reference requests received outside of standard reference hours. Many of these come directly to a specific librarian, either due to a previous relationship with the patron or because the librarian is the designated contact point for a given subject. Over the 2016-2017 year, 2,531 questions were answered; about 30% of them were substantive reference/research questions, with the reminder consisting primarily of directional or technology assistance queries.

Course Reserves

Faculty may place course reserve materials at the library’s circulation desk for students to access. Physical reserves may include personal copies or library copies of books, videos, CDs, or other materials. Electronic reserves are also available, and form the majority of reserve requests. Electronic reserves provide 24-7 online access to supplemental readings via the library’s e-
reserves system; they also enable instructors teaching online or blended classes to assign reserve materials that all students are able to access.

**Library Instruction**
Library instruction is a service provided by librarian liaisons to each academic department and program. Since Fall 2016, Laurinda Weisse, University Archivist and Librarian for Natural & Social Sciences, has been the librarian liaison to the Psychology Department.

Four Psychology (PSY 270) classes have requested in-person library instruction sessions since 2016. Prof. Weisse has also developed and maintained a number of online research guides to assist Psychology students. These guides are accessible at [http://guides.library.unk.edu/psychology](http://guides.library.unk.edu/psychology), and provide links to recommended databases and reference works, and tips on citing sources using APA style. Between July 1, 2016 and October 6, 2017, the Psychology research guide homepage has been accessed 366 times. The Psychology 270 guide was accessed 1,019 times in the same time frame, demonstrating the benefit of library instruction for helping raise student awareness of useful library resources.

**Interlibrary Loan/Document Delivery**
The library offers an interlibrary loan/document delivery (ILL/DD) service to all UNK faculty, students, and staff to support their research and instructional needs. Books, microforms, photocopies of journal or magazine articles, government documents, musical scores, and other items not owned by the Calvin T. Ryan Library may be requested from other libraries through Interlibrary Loan. Document delivery is a service by which library-owned materials are made available to distance learning students. These services are increasingly critical as UNK expands its online education offerings. The library pays for the costs of requesting and shipping materials associated with ILL/DD service. ILL/DD fulfills 3,369 requests annually from UNK-affiliated patrons.

**Publications**
The library maintains a blog, *In Brief Online*, to inform University students, faculty and staff of news related to the library’s services, collections and personnel. Library users may receive articles published to *In Brief Online* via RSS feed, email, or Facebook feed. Selected articles are also submitted for publication in the University’s *eNews* online newsletter. Additionally, the library maintains active social media accounts on Facebook and Twitter to share time-sensitive information.
The Disability Services for Students coordinates reasonable accommodations to afford equal opportunity and full participation in UNK programs for undergraduate and graduate students with disabilities (http://www.unk.edu/offices/academic_success/dss/index.php). Students with disabilities are provided accommodations on an individualized, collaborative, and flexible basis. However, it is the responsibility of students with disabilities to request accommodations.

They work with students, faculty and staff to “promote students’ independence and to ensure recognition of their abilities, not disabilities”.

When first establishing services students complete the DSS Agreement and Release of Information form as well as the Accommodations Solutions Online Program. The professional staff in DSS then works with the student to develop a plan that is then provided to the student’s instructors. Once the plan has been distributed to the faculty members, the student is expected to discuss the plan as well as his or her needs with instructors of record. Plans are not retroactive nor are faculty required to support plans where a student-instructor discussion has not occurred.

In addition to assisting students in the development of accommodation plans, Disability Services also provides other services. Examples include proctored testing rooms for individuals needing distraction-free testing environments and computer programs to facilitate learning for students with documented learning disabilities. Table # indicates the number of Psychology majors Disability Services served from 2012 to 2017. The data was provided by the Disability Services Office. These figures do not include the number of non-majors with disabilities who receive similar services in psychology classes.

<table>
<thead>
<tr>
<th>Table #: Psychology Majors Served AY 2012-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Served</td>
</tr>
<tr>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>AY 2012-13</td>
</tr>
<tr>
<td>AY 2013-14</td>
</tr>
<tr>
<td>AY 2014-15</td>
</tr>
<tr>
<td>AY 2015-16</td>
</tr>
<tr>
<td>AY 2016-17</td>
</tr>
</tbody>
</table>
The UNK Psychology Department has purchased several new pieces of equipment in the last 5 years which benefit faculty research and student learning.

**The Kenneth W. Nikels Physiological Laboratory.** Described previously in the Facilities section within Resources, this lab space includes equipment designed to assist students in studying as well as conducting research in all areas of Physiological Psychology.

Equipment appropriate for the observational analysis and operant shaping of animal behavior, includes an elevated plus maze, skinner boxes and a custom-built operant chamber for birds. In addition, Dr. Hill also furnished the lab with a large (7 x 7 x 7') sound attenuating chamber for acoustic research. This equipment, valued at $15,000 was purchased using University start-up funds.

Funded by Nebraska Research Initiative (NRI) funds, the $10,000 Biopac MP 150 data acquisition system and supporting HP computer is available for general physiological studies on animals or humans. Transducers are available for airflow, pulse, EDA, temperature, and EEG. Additionally, this system is compatible with multiple other modules available from the manufacturing company, making this hardware extremely versatile and open to numerous additional applications.

The laboratory has a small refrigerator, freezer, an incubator, magnetic stir plates, a glass water distiller, analytic and standard balances, and pumps for perfusion and reward dispensing. Standard surgical equipment is also available, including a small animal respirator. A stereotaxic device, DC and radiofrequency lesion generators are available for use. General laboratory equipment also includes equipment for paraffin and vibrating microtome histology, including microtomes, paraffin dispensers, and mounting equipment. Basic and research grade microscopes are available allowing for stereomicroscopy, phase, dark field, fluorescence microscopy. Digital photomicroscopy with computer interface and image analysis software is in place. Much of this equipment has been in the lab since Dr. Hill’s predecessor and it is currently available and in good condition but not being used due to the type of research being conducted by Dr. Hill.

The department also purchased sound-editing equipment and a variety of other pieces for use in instruction (e.g., a large model eye and ear) and for the biennial high school psychology fair. A plotter printer and supplies were also purchased in 2017 for printing research posters.
Computer Resources

Room 321 of Copeland Hall is the departmental microcomputer lab. The lab is set up for the primary purpose of teaching our students SPSS in the PSY 250 Behavioral Statistics Laboratory. The laboratory workstations in 321 include 1 IBM compatible computer and ELMO for instructor use which is connected to a projector and 17 IBM compatible computers for student use. As stated earlier a separate computer and laser printer is available for student use. Students pay for prints using funds uploaded to their student ID cards. The student lab is connected to the University network and students log into the computer with their NUID log in and password. The computers had historically been on a three-year replacement rotation but that hasn’t been the case in many years. Previous Mac machines were replaced with IBM compatible machines in 2017 at the urging of the Information Technology Services in an effort to standardize all classrooms on campus.

The Instructional Resource Center, Copeland Room 343, has 6 Mac computers available for students use in classes that require online testing and is also used for students conducting online research. One of these computers is attached to an Apperson scanner so that faculty can grade multiple choice exams here in the department as well as compute item analyses for those exams.

Each faculty office is also connected to the university network. Faculty members either have a Mac computer (various models) or a PC computer running the Windows operating system. The department secretary has a PC computer and a Mac available for work-study use. The replacement window for computers is no longer standard. One computer is available for use by the student assistant who handles the SONA system. The department is currently licensed for 25 copies of the educational version of SPSS, and various faculty have special-use software.

SONA systems. SONA is a cloud-based human-subjects pool software that the department purchased a license for beginning in 2007. Student registrants in this system review available research studies and sign up to participate in the ones that interest them. The system then allows the student Human Subject Coordinator to issue credit for completed research and provide reports to instructors for grading purposes. A yearly subscription for this system is currently $1400.00. The first license purchased expired in 2017, and we renewed the subscription for SONA systems’ maximum available term of 5 years using lab fee monies. These monies had accumulated in lab fee accounts for several years and the department was required to spend the
funds or risk losing the money (see further notations concerning lab accounts in the Resources Budget section). The SONA system license is currently registered until June 2022. It is not clear at this time how the department will fund future licenses.

**SPSS.** SPSS is the statistical package that we teach our students to use as part of the PSY 250L Behavioral Statistics Lab and many faculty members currently use to analyze their own data. Information related to funding is covered in the section on departmental budget resources.
The Psychology Department has a main department budget that includes three accounts: operating, non-personal, and personal services. In addition to these accounts there are several university accounts that fund additional faculty and student expenses.

Operating

The operating budget is assigned by the CNSS Dean’s office. This budget is to support office expenses and supplies and some small equipment needs, such as accessories for technology, and, in some cases, books and videos. Some of the biggest expenses from this budget are for copies and phone services.

Non-Personal

Travel. The travel budget is to help with faculty travel in covering charges for motels, airfare, mileage, meals, and registration for conference attendance. The department receives $1750 in travel money each year. Until approximately 2015, $200 was allocated per faculty member for travel each year. When possible, more money has been provided toward travel (up to $400 per year has been allocated at times). Faculty can also apply for additional travel money through the college travel committee, but that money is not part of the department budget. It is important to note that our office associate handles all travel expenditures for departmental faculty and students.

Capital. The capital budget, or equipment budget, is set at $4500 each year. This money is to be used for equipment not already supplied by the university. Some common uses have included computers, scanners, copiers, and printers. In 2017 we purchased a plotter and supplies for printing research posters.

Personal

The personal services account includes monies related to faculty salaries and benefits and money for student workers. Human Resources controls the budget related to faculty salaries and benefits such as health insurance. Within the department, the office associate manages the monies related to student workers.
Additional University Accounts and Funding Sources

Start-up and Grant funding. The university also creates individual accounts for faculty members receiving start-up funding as part of their hiring package. Since we hired 4 new faculty members in the last 5 years, a couple of these accounts funded complete remodels of the Kenneth W. Nikels Physiological Psychology Lab and the Health Psychology Labs. Both local (UNK’s Research Services Council) and state-wide funding (e.g., Nebraska Research Initiative or NRI) have allowed for additional accounts and the subsequent purchase of the previously described BioPak systems.

Online budget. The monies in this account vary based on the distribution of online courses that were offered by the department. Since 2012 we offered on average 5-7 online classes each summer and received approximately $12,000 back each year from the income generated by those classes. We only receive a portion of the income from those classes and the money can only be spent on online salaries or items related to online teaching. This year we will use the money collected partially to cover the salaries for two professors teaching online classes this coming summer, with the remaining monies to cover summer salaries coming from the Dean’s office.

Revolving. Money in this account comes from laboratory fees for classes. We have slightly increased the lab fees for some of the lab classes to help with costs. The money is used to pay for expenses incurred in doing research and for maintaining the rat lab. In 2017 the Finance office required a further delineation of lab monies into distinct categories so that it would be easier to monitor their usage. The current groups include animal lab monies, developmental and social lab monies and experimental lab monies. Other accounts include Undergraduate Research Fellows, Summer Student Research Program, and the Thompson Scholar class monies. There are funds made available to faculty who mentor students and the office associate is responsible for keeping track of how that money is spent.

Student Travel Funds (SET fees), Student Research and Thompson Scholar Funding. To help with student travel, the department applies for Student Travel Funds (SET fees), provided through the Vice-Chancellor’s office. We have been fortunate to receive the requested amount of funding (registration, transportation and lodging) for student travel. This has allowed us to take students to regional and national conferences while at the same time decreasing expenses for the student (the department has expected students to be responsible for their own meals when those meals are not part of the conference). However, other available support has decreased due to University-wide budget cuts. Additional monies from the Undergraduate Research Fellows program have been available for those fellows who wish to present at a conference. In 2017 this funding decreased from $300 to $250. Although these funds have decreased, offering Thompson Scholar Classes (classes designated for a cohort of Susan Buffett Thompson Scholars) has increased. For each Thompson class offered, the department receives $8,500. This funding is typically divided as follows: $1,000-$1,500 for in-class activities and supplies; $1,000-$1,500 for instructor teaching or research supplies and the remaining is allocated to the department. This is especially helpful during times of budget concerns.
**Budget Concerns.** The department continues to face a funding uncertainty with regard to paying the license fees for SPSS. The Dean’s office has repeatedly hinted that in the future the funding of SPSS may stop. The license costs for the department this year that were covered by the Dean’s budget amounted to approximately $7000. Faculty who wish to have research licenses on their office computers will be expected to fund that purchase with grants and or supplemental monies earned by supervising undergraduate research (through the previously described Undergraduate Research Fellowship (URF) or teaching a Thompson Scholar course.
In comparing the Psychology Department at the University of Nebraska at Kearney to departments in its established peer group, it stands out that this program is relatively smaller than, but also consistently competitive with the offerings of peer departments. The majority of our peer institutions boast more than double UNK’s current total student count, and all but one of these peer departments award graduate degrees. Despite these differences, UNK’s Psychology Department maintains a competitive share of undergraduate majors, offers more undergraduate content courses than 80% of the peer institutions, and awards a variety of major options matched by only one department in the comparison group.
Peer Group Comparison

UNK maintains association with two different peer groups, one chosen by the NU Board of Regents and another chosen by the Coordinating Commission for Post Secondary Education. The Board of Regents peer group will serve as the main comparison group for this self-study. Some schools are found in both peer groups. The schools used for comparison in this self-study include:

<table>
<thead>
<tr>
<th>Peer Institution</th>
<th>Abbreviation Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota State University Moorhead</td>
<td>MSUM</td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>NMU</td>
</tr>
<tr>
<td>Murray State University (KY)</td>
<td>Murray State</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>UNI</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>UNCO</td>
</tr>
<tr>
<td>University of Central Arkansas</td>
<td>UCA</td>
</tr>
<tr>
<td>Sam Houston State University (TX)</td>
<td>SHSU</td>
</tr>
<tr>
<td>University of Wisconsin – Stevens Point</td>
<td>UW-SP</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>WIU</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>UCM</td>
</tr>
</tbody>
</table>
**University Size.** As displayed in Figure 1, UNK (4,522) has substantially fewer undergraduate students enrolled in 2017 than most of the institutions included in our peer group. Minnesota State University – Moorhead (5,205) is our most comparable peer in terms of size, with an undergraduate student body 15.1% larger than that of UNK.

*Figure 1.* Fall 2017 Undergraduate Enrollment for UNK and Its Peers

**Number of Declared Psychology Majors.** Unsurprising, given the relative size of our student body, UNK has the fewest Psychology majors among the institutions compared (184), with Murray State University reporting the next fewest (211; see Figure 2). A more informative comparison can be found in Figure 3, which displays the percentage of undergraduate students who have declared a Psychology major. Using this metric, UNK (4.07%) ranks slightly below the median of the comparison group (4.20%).

*Figure 2.* Number of Declared Psychology Majors at UNK and Its Peers
Psychology Majors as a Percentage of Total UG Student Count

Psychology Department Faculty and Staff. Across the peer group institutions, the number of full-time faculty range from 7 to 33 ($M = 16.4$; see Table 1). Of these peer institutions, only one peer department has fewer full-time faculty than UNK. In large part, these differences can be attributed to a greater number of majors, more enrolled students, and the facilitation of graduate education. Some peer programs also appear to divest a considerable number of courses to contingent faculty. Despite courses being distributed across relatively fewer faculty, UNK continues to offer a wide variety of undergraduate-level content courses that surpasses that offered by many of its peers (see Table 2).

Table 1. Departmental Faculty Composition of UNK and Peer Schools

<table>
<thead>
<tr>
<th>Institution</th>
<th>Full-time Faculty</th>
<th>Contingent Faculty*</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNK</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>Minnesota State University - Moorhead</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Murray State University</td>
<td>12</td>
<td>---</td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>University of Central Arkansas</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Sam Houston State University</td>
<td>21</td>
<td>---</td>
</tr>
<tr>
<td>University of Wisconsin - SP</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>26</td>
<td>4</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>10</td>
<td>18</td>
</tr>
</tbody>
</table>

*Contingent faculty counts reflect only personnel identified on peer institutions’ departmental websites.

Course Offerings. The UNK psychology department is able to offer many courses offering a broad view of psychology. In addition to the basics, such as General Psychology, Behavior Statistics, Experimental Psychology, and Psychopathology, the department also offers advanced content courses in many specialty areas (e.g., Health Psychology, I/O Psychology, Humanistic
Psychology, Psychology and Law). The department’s offerings also include several innovative course offerings (see Table 2).

**Table 2. Course and Degree Offerings for UNK and Peer Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Courses</th>
<th>Innovative Offerings</th>
<th>Online Courses</th>
<th>Undergraduate Degrees</th>
<th>Avg Annual Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Nebraska at Kearney</td>
<td>37</td>
<td>Death &amp; Dying</td>
<td>Y</td>
<td>BA, BS: General Psychology, Psychobiology, Teaching Endorsement, Minors: General Psychology, Gerontology</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ethics in Psychology</td>
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<tr>
<td></td>
<td></td>
<td>Psychology &amp; Criminal Behavior</td>
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<tr>
<td></td>
<td></td>
<td>Science of Fear</td>
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<tr>
<td></td>
<td></td>
<td>Group Dynamics</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Eastern Psychology</td>
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<td></td>
<td></td>
<td>Humanistic Psychology</td>
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<tr>
<td></td>
<td></td>
<td>Psychology of Humor</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Science &amp; Skepticism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota State University - Moorhead</td>
<td>24</td>
<td>Intro to Art Therapy</td>
<td>N</td>
<td>BA: General Psychology, Minors: General Psychology, Art Therapy</td>
<td>48</td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>39</td>
<td>Aggression</td>
<td>Y</td>
<td>BA/BS: General Psychology, Behavior Analysis, General Psychology, Neuroscience, Minor: General Psychology</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology of Exceptional Children</td>
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<tr>
<td></td>
<td></td>
<td>Neuropsychology</td>
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<tr>
<td></td>
<td></td>
<td>Linguistic Theory</td>
<td></td>
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</tr>
<tr>
<td>Murray State University</td>
<td>29</td>
<td>Sport Psychology</td>
<td>?</td>
<td>BA, BS: General Psychology, Minor: General Psychology</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Psychology of Death</td>
<td></td>
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<td>Psychology of Language</td>
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<td></td>
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<td>Psychology of Consumer Behavior</td>
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<td></td>
</tr>
<tr>
<td>University of Northern Iowa</td>
<td>31</td>
<td>Psychology of Music</td>
<td>Y</td>
<td>BA: General Psychology, Minors: General Psychology, Mental Health, Certs: I/O Psychology, Military Psychology</td>
<td>111</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neurology</td>
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<tr>
<td></td>
<td></td>
<td>Psychological Anthropology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>32</td>
<td>Death &amp; Dying</td>
<td>Y*</td>
<td>BA: General Psychology, Minor: General Psychology</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prejudice</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Behavioral Genetics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>University of Central Arkansas</td>
<td>26</td>
<td>Positive Psychology</td>
<td>?</td>
<td>BA, BS: General Psychology, Minors: General Psychology, Cognitive Neuroscience, Sport Psychology, Health Psychology</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Media Psychology</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Sports Psychology</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2. Course and Degree Offerings for UNK and Peer Institutions (cont.)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Courses</th>
<th>Innovative Offerings</th>
<th>Online Courses</th>
<th>Undergraduate Degrees</th>
<th>Avg Annual Degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Houston State University</td>
<td>28</td>
<td>Close Relationships, Divorce, Positive Psychology</td>
<td></td>
<td>BS: General Psychology, Minor: General Psychology</td>
<td>172</td>
</tr>
<tr>
<td>University of Wisconsin - Stevens Point</td>
<td>29</td>
<td>Positive Psychology, Canine Behavior</td>
<td></td>
<td>BS: General Psychology, Minors: General Psychology, Secondary Teacher Cert.</td>
<td>109</td>
</tr>
<tr>
<td>Western Illinois University</td>
<td>39</td>
<td>Political Psychology, Psychology of Sexual Orientation, Psychology of Exceptional Children, Fire-related Human Behavior</td>
<td></td>
<td>BS: General Psychology, Forensic Psychology, Minors: General Psychology, Aging Studies, Forensic Psychology, Neuroscience, Psych of Substance</td>
<td>86</td>
</tr>
<tr>
<td>University of Central Missouri</td>
<td>31</td>
<td>Positive Psychology, Intervention - Law Offenders</td>
<td></td>
<td>BA, BS: General Psychology, Minor: General Psychology, Certification: Applied Behavior</td>
<td>62</td>
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</tbody>
</table>

**Salary Comparisons.** In comparing full-time faculty salaries between UNK and peer institutions with accessible pay data, it appears that UNK psychology faculty are being paid at a level commensurate with our comparison group. On average, UNK’s early-career faculty are earning slightly more (3.03%) than the median average salary of Assistant Professors at peer institutions, while fully-promoted Professors at UNK are earning an average salary that is equivalent to peers’ median average salary (see Figure 4).

**Figure 4.** Average Psychology Faculty Salary at UNK and Peer Group Institutions (by rank)
Future Direction

The department continues to operate at a high level of effectiveness with regard to providing our students with a rigorous, comprehensive undergraduate education. We can continue at our current rate of effectiveness within our current budget for the time, primarily due to our increased Thompson Scholar offerings that help tremendously with our budget.

Continuing our goals within the current budget
Areas in our long and short-term goals that can continue within the constraints of our current budget include maintaining and building current teaching excellence. We will continue to encourage and support professional development in teaching. Our most difficult challenge will be in not replacing retiring faculty members. We have developed a curriculum that works for students that have varied interests. If we are unable to replace retiring faculty, we will be required to reduce our course offerings, eliminating areas of interest to our students.

Undergraduate Research. We plan to continue to participate in scholarly teaching, our own faculty scholarship, and mentoring undergraduate student research. It is unfortunate that some of the incentives for working with students will be reduced for faculty (i.e., reduced faculty development funding). Despite these limits, we will continue to enhance learning opportunities by continuing to work with students in the Undergraduate Research Fellowship program, the Summer Student Research Program, the Thompson Scholars program, and other intensive research experiences.

Service Learning. We do provide some opportunities for service learning through participation in Psychology Club. As a department, we hope to identify service learning opportunities that we can build into classes and provide more focused attention to those students who do not choose to go on for graduate degrees. We need to assess students’ level of involvement in service activities and develop an active service learning program. We also need to develop a comprehensive program of practicum and internships for interested students. Again, the thing that holds us back currently is the time necessary to devote to making those connections in the community and following up with agencies to ensure a strong educational experience for students.

Online Program Development. We have committed to offering our Minor in Psychology online. The course rotation is being developed to ensure that students could finish a minor in Psychology online in a 2-3 year period. Our strategic plan includes implementing the option to take the minor in psychology and the teaching endorsement online. This will of course require that all the core courses be available both face-to-face and online. The difficulty will arise in that we currently do not have enough faculty to provide both options each semester. We will
essentially use this as a test case to determine whether to proceed with offering the entire
program as an online option. It should be noted that we are not moving away from offering
classes face-to-face. This would simply give students an option.

**Assessment.** We revised our assessment plan this past year to reflect the goals for quality
undergraduate programs in psychology being prepared by the American Psychological
Association. The assessment plan has prompted meaningful discussions among the faculty
regarding our goals as a department. These discussions are ongoing and productive.

**Priorities that require additional funding**

**Obtain budget line items to address software needs.** The department may have a need for
software support. We have relied heavily on the use of SPSS for statistical analyses. The license
fees for this expense have been paid for through the dean’s office in the past. The dean’s office
has repeatedly suggested that in the future the funding of SPSS may stop. The license costs for
the department this year that was covered by the dean’s budget was approximately $7000. One
possibility to consider is to have an enhancement to the department budget that would include
software money. A budget line item for software could be used for other expenses as well. We
noted in an earlier section that the license for SONA.systems required a great expense this past
year and it is unclear how that will be covered when the current license expires.

**Implement a Visiting Assistant Professor program.** In the last APR, we suggested the
development of a Visiting Assistant Professor program. While we hoped this plan could be in
place on a permanent basis, we currently see this as a possible solution to having one of our
faculty positions cut permanently. A Visiting Assistant Professor would certainly cost far less
than a retiring Full Professor, allowing a substantial salary savings. If we had a visiting
professor, it could easily allow more people in the department to utilize sabbaticals that could
invigorate their research programs as well as address some of the concerns already identified.
Faculty development leave or sabbaticals have not been widely utilized in our department. This
again is in part due to the perceived burden it places on other faculty. It should be noted that it is
unclear in the current climate whether Faculty Development Leaves will be funded in the near
future as this past year, the message was communicated that “While still available, the challenging
nature of our UNK and NU-System wide budget situation makes it highly unlikely that other than the
most extraordinary proposals will be considered.”

On a related note, our current scholarly release time is not adequate as there are few members of
the department who actually receive a full 3-hour release for research. To provide faculty with a
full 3-hour scholarly release, in the current budget, it would require a substantial loss of student
research experiences. The lab sections of our classes routinely put faculty beyond their 3-hour
release. Yet it is those lab sections that provide students the foundations for research and the
opportunities to explore their empirical interests. Related to this area is grant writing, one of the
areas in which our department is weak. While we engage in a great deal of internal grant activity,
particularly with students, we do not engage in much external grant writing. In part, this is due to
the extensive time commitment that is often associated with grant writing and the lack of
guarantee of grants being funded. There is little support for non-funded grant writing, although
the department has suggested that it would count toward scholarly activity, funded or not. Again,
having an additional faculty member would relieve some of the burden that would allow more
time and energy to be devoted to grant activity.

We do anticipate bringing in new faculty in the near future, assuming we will not lose every
position where a retirement takes place. Our department could potentially see 3 retirements in the
next few years. Again, simply replacing existing faculty will not address the concerns raised
about lack of time and need for additional grant writing.
Immediate and long-range plans achieve academic mission.

We have a strong dedicated department. The faculty continues to be innovative in the classroom continuing to find ways to engage students in the classroom. We also regularly seek out opportunities to strengthen our teaching through professional development. We continue to publish in the field of scholarly teaching as well as our own programs of research. Students continue to be successful in their pursuit of advanced education or careers in the field of psychology and we continue to provide leadership on campus through service to the department, the college and the university.

During our last APR, we realized that the long stability that we had enjoyed in personnel would eventually shift. While we didn’t expect it to change as it did, or as rapidly as it did after our APR, bringing in new faculty have provided us opportunities to grow and to be invigorated. We recognize the challenges that lie ahead with budget cuts/concerns and our need to adapt to impending retirements that will occur in the next two to three years.

Our department enjoys a sense of collaboration and collegiality that provides us with the ability to enhance the educational experiences of our students. We are a cohesive group that can withstand disagreement and yet move forward to work toward a common set of long-range goals.
Appendices

A. Policies and Procedures
   1. Faculty Evaluation Policies
   2. Procedures Governing the Use of Human Participants
   3. List of Additional Materials for Review
      a. Course syllabi
      b. Faculty Curriculum Vitae (complete)
      c. Department Publications
      d. Assessment Instruments
      e. Previous APR report and response

B. Student Scholarship (2013-2017)
   1. Syllabi for Readings and Independent Research Courses
   2. Student Publications and Conference Presentations

C. Program Information
   1. Course Enrollment Data
   3. PSY 475: Practicum in Psychology

D. Faculty Vitae (2-page)
   1. Krista Forrest
   2. Krista Fritson
   3. Evan Hill
   4. Julie Lanz
   5. Yozan Mosig
   6. Robert Rycek
   7. Megan Strain
   8. Theresa Wadkins
   9. Christopher Waples
   10. William Wozniak
A. Policies and Procedures
   1. Faculty Evaluation Policies
   2. Procedures Governing the Use of Human Participants
   3. List of Additional Materials for Review
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      b. Faculty Curriculum Vitae (complete)
      c. Department Publications
      d. Assessment Instruments
      e. Previous APR report and response
1. POLICIES CONCERNING THE EVALUATION OF FACULTY PERFORMANCE

The Department of Psychology typically conducts two distinct types of faculty performance evaluations: (1) An annual or 3-year review, depending on faculty rank, of teaching, scholarship and service and (2) a comprehensive review for faculty who are applicants for either promotion or tenure. In special circumstances it may be appropriate for a faculty member with tenure to undergo a third type of evaluation, the post-tenure review. These three procedures are described in this document.

Annual Faculty Evaluation

The purposes of the annual evaluation of faculty are to formally recognize faculty achievements, to encourage continued professional growth and development, to assist in the correction of any shortcomings in faculty performance, and to provide the faculty member with an annually updated portfolio. It is expected that faculty members will eventually combine information from their annual faculty evaluation portfolios to apply for promotion or tenure at a later date.

Each year faculty members will develop three portfolios relating to their performance during the review period. These are the Teaching Portfolio, the Portfolio of Scholarly Activities and the Service Portfolio. Faculty members will also complete a plan for future activities. These documents will be forwarded to the Peer Review Committee, which will review them and prepare an evaluation of the faculty member's performance. The evaluation will then be forwarded first to the faculty member who will have the opportunity to respond in writing. The Committee’s report along with the faculty member’s response and the faculty member’s plan for future professional activities will then be reviewed by the Department Chair. At that time the Department Chair will prepare a report that will be discussed with the faculty member who will have the opportunity to comment in writing on the report. The Chair's report with any comments by the faculty member will then be forwarded to the Dean. If the Dean requests the portfolio itself, this will also be provided. The Dean will then review the report and may reply in writing. The Dean’s evaluation will be provided to the faculty member who may respond in writing. Both will become part of the faculty member's file kept in the Dean's office.

Annual faculty evaluations are integral to professional development for untenured faculty members as well as tenured faculty prior to their promotion to full professor.
Materials Used in the Annual Evaluation Process

The Teaching Portfolio

For untenured faculty, the Teaching Portfolio must include syllabi. The course syllabi should include information on course objectives, policies regarding the evaluation of student learning, a course outline and course requirements.

For all faculty the portfolio includes student evaluations for those courses offered during the period of review. The faculty member will, at a minimum, use the form developed by the CNSS Rank and Tenure committee and this form will be administered by a student selected by the faculty member in accordance with the instructions provided in Sub-Appendix A of this policy. Instructors have the option of supplementing the CNSS Rank and Tenure form with additional measures for evaluating the teaching process and its outcomes related to his or her specific courses.

Untenured faculty members are also required to include a self-evaluation or self-reflection of their teaching. Sub-Appendix B includes topics faculty members may want to address in their self-reflections.

All department members should refer to items suggested for inclusion as criteria for successful teaching (Sub-Appendix C) in order to give peer reviewers adequate information on which to base their evaluations.

One or more classroom visitations by a member of the Peer Review Committee can be arranged at the request of the faculty member or if, in the opinion of the peer review committee, such information is needed in order to adequately conduct their review. An evaluation of teaching effectiveness based on the classroom visit would then be included in the teaching portfolio. The Chair of the Peer Review Committee or their designee will normally be the colleague selected for a class visitation. Topics which may be considered in the classroom visitation include (a) the extent to which class activities serve to achieve the objectives of the class as stated in the syllabus, (b) the extent to which the instructor engages the interest and attention of the students, (c) the extent to which the instructor’s presentations are clear and understandable and (d) positive instructor/student interaction. Current University policy for classroom visitation will be followed.

For faculty members who have achieved full professor status, teaching evaluations for all three years of review will be included in the teaching portfolio.

The Scholarship Portfolio

The portfolio prepared for the annual review should simply provide a listing of scholarly work undertaken during the period of review. Supporting materials should be available, on request, to members of the peer review committee but not included in the portfolio itself. Examples of such work are listed in Sub-Appendix D.
The time frame for the evaluation of scholarship is based on a three-year rolling window. Faculty should provide evidence of scholarly productivity over the course of the last three years, current year included. Faculty should include the previous two years faculty evaluations and scholarship summaries with their portfolio. Typically, it is clear if a scholarly work satisfies one of the criteria mentioned below. However, Psychology is a large and diverse area of study and in some instances the standing of a work may be unclear. It is the responsibility of the faculty preparing their portfolio to provide the evidence that their scholarly works meet the criteria outlined in Sub-Appendix D.

The Service Portfolio

Sub-Appendix E contains a list of activities that may be included in the service portfolio. In addition to providing a list of college and university committee and organizational memberships, the faculty member may briefly describe his or her contributions to those committees and organizations, (e.g., offices held). This description of contributions is especially useful in the portfolio prepared for promotion/tenure review.

Service to the Department can include work on departmental committees but can also include contributions made individually to the Department unrelated to the committee structure. College and University service can include both elected and appointed positions on committees and other campus organizations. Service to the profession can include membership and offices held in professional organizations as well as involvement in activities sponsored by state, regional and national organizations related to the field of psychology. Service to the community that involves activities clearly related to the profession may also be listed.

For faculty members who have achieved full professor status, service activities for all three years of review will be included in the service portfolio.

Plan for Professional Activities

The faculty member will provide the Department Chair with a Plan for Professional Activities that sets out the faculty member’s program for the coming review period. To be included are plans for scholarly activities, service obligations and plans, if any, to modify current teaching activities or to initiate new activities. This plan will be reviewed with the Department Chair and the results will be included in the faculty member’s review file.

The Peer Review Process

The annual peer review team will consist of three regularly appointed members of the department. The faculty member will choose his or her peer committee chair. The Department Chair will select the second member of the peer review team. The third member of the peer review team will be the member of the department serving on all of the Peer Review Committees during that review period. This will be determined on a rotational basis so that each year a different member of the department will serve on every faculty member’s review team. Sub-Appendix F contains the rotational schedule beginning in 2000-01. This rotation will be reviewed every year and revised as the composition of the Department changes. The member of
the department next in the rotation will serve on the peer review committee for the faculty member designated as the departmental representative each year. It is the responsibility of the faculty member in coordination with the Department Chair to insure all members of the faculty who will vote on the faculty member’s application for promotion and/or tenure have served on an annual Peer Review Committee prior to the faculty member’s candidacy. All members of the peer review committee serve by agreement.

The Peer Review Committee will review the faculty member’s self-evaluation if included, the three portfolios provided by the faculty member, the student evaluation summaries and if conducted, the results of the classroom visitation. The members of the Peer Review Committee will provide the Committee Chair with comments, which the Committee Chair will then summarize. This summary will be given to the faculty member who will have the opportunity to respond in writing. The peer review report and the faculty member’s response will be forwarded to the Department Chair according to the timeline specified under Timetable for Annual Review later in this document. Although reviewed every three years, full professors will follow the same timetable as the Annual Review. In addition, the Department Chair will review the student evaluations in light of departmental averages and the performance of other faculty members in similar courses and at comparable stages of professional development. The raw data provided by the student evaluations will, after review by the Department Chair, become the sole property of the faculty member and may be housed in the Psychology Department.

The Department Chair will prepare an evaluation of the faculty member that will form the basis of a performance review in which the faculty member and the Chair discuss the results of the Chair’s review. The faculty member will be given the opportunity to respond in writing to any aspect of the Chair’s review. This review along with the faculty member’s response is forwarded to the Dean where it will become part of the faculty member’s permanent file. After reviewing the evaluation provided by the Chair, the Dean may choose to respond with his or her own evaluation. The Dean’s evaluation will be provided to the faculty member who may respond in writing. These materials are also included in the faculty member’s review file.

Special Considerations

**Department Chair.** Consistent with other department faculty the Department Chair will choose the Chair of his or her Peer Review Committee from those tenured members of the faculty who hold the rank of full Professor. The additional members of this committee are all tenure and tenure-track faculty in the department. Lecturers, adjunct and part-time faculty may be asked to participate if they choose. The Committee will evaluate the Department Chair in terms of teaching, scholarship, and service.

The evaluation of the Chair will also include an evaluation of the Chair’s administration. This portion of the evaluation will be completed by a committee of all tenured full-time faculty in the Psychology Department, excluding the Chair. The Chair of the Administration Review Committee will be the same person who is appointed Chair of the Chair’s Peer Review Committee. The evaluation of administration will result in the assessment of the Chair with regard to leadership, interpersonal skills, decision making/problem solving, organization, and fairness as specified in the rubric provided in Sub-Appendix G. The Chair should provide supporting materials in the form of a portfolio. The Chair of the Peer Review Committee may
choose to administer a formal questionnaire to the faculty and staff concerning the Chair, which could include the CNSS Dean’s Chair Evaluation Questionnaire or other suitable instrument (such as the IDEA On-Line Administrator Assessment). These data should be considered in the discussions of the evaluation. The Committee Chair will include the assessment of administration in addition to teaching, scholarship, and service in the overall evaluation letter.

The complete evaluation, after review by the Chair of the Peer Review Committee, along with any responses provided by the Department Chair, will be forwarded to the Dean. The Dean will periodically conduct a separate evaluation of the Department Chair as an administrator.

**Full Professors.** For those faculty members who have achieved the status of full professor, peer evaluations will occur every three years. For years in which faculty do not have a peer review by committee, either the faculty member or the Department Chair may request to have a peer committee evaluate the faculty member’s teaching, scholarship, and service. The requested peer committee will follow the same formation guidelines as all other peer committees.

**Lecturers.** Lecturers will be evaluated by a Peer review committee in the areas outlined in his or her letter of hire. If their duties include teaching, these evaluations will be based on (1) student evaluations, (2) classroom visitation, and (3) a review of supporting materials such as syllabi, tests, etc. Other duties will be evaluated on a case-by-case basis.

**Adjunct Faculty.** Adjunct and part-time faculty will also be evaluated in the area of teaching only. In this case, the department chair will complete the evaluations based on their Teaching Portfolio. As part of this portfolio, adjunct and part-time faculty may, however, solicit other evaluations from members of the Department.

**Graduate Assistants.** Graduate Assistants will be evaluated in accordance with policies and procedures developed by the Departmental Graduate Committee. The Chair of the Graduate Committee will coordinate this review. All graduate faculty members may assist in the review of graduate assistants.

**Timetable for the Annual Review**

The teaching, service and scholarly activities portfolios as well as the self-evaluation should be made available to the Peer Review Committee by January 30 each year and will include teaching evaluations from the previous Spring and Fall semesters. For full professors, the 3-year portfolio should also be made available to the Peer Review Committee by January 30 during the year of review. If appropriate, summer evaluations should also be included. The classroom visitation will be arranged by the Chair of the Peer Review Committee to take place early in the Spring semester. The evaluation by the Peer Review Committee will be provided to the faculty member by March 1 each year. The peer review and the faculty member’s self-evaluation will be given to the Department Chair on or before April 1 each year. For full professors this will occur every three years. For all faculty members, regardless of rank, the Department Chair will schedule a session with each faculty member to review the Department Chair’s evaluation during the month of April. The Department Chair’s evaluation along with the faculty member’s comments, if any, will be forwarded to the Dean on or before May 10 of each year.
The Use of Annual Reviews in Promotion and Tenure Benchmarks

Non-tenured faculty will not sit on the committee, participate in the discussion, or vote. On promotion committees, members of the committee must be at or above the rank to which the faculty member is applying for promotion. The faculty member applying for promotion or tenure is responsible for providing the committee with the results of all pertinent annual reviews as well as any additional materials in the application file. In a year in which a faculty member is applying for promotion and/or tenure, this review, along with supplemental materials providing information from the most recent semester, acts as the annual review. Members of this committee serve by agreement.

The Departmental Rank and Tenure Committees will provide an evaluation along the lines required in the annual review. The Chairs of these committees will be chosen by the applicants and will be of the rank of the proposed promotion. In addition to the evaluation, the committee will formally vote by secret ballot on the candidate’s application. Members of the Departmental Rank and Tenure Committees will be asked to provide the Chair of the Committee with a written statement explaining their vote. The Committee Chair will then provide in writing, the vote, a summary of the reasons for that vote, but not the individual written explanations to the applicant. The summary letter and the results of the vote will become a part of the applicant's permanent file. The applicant may choose to respond to the committee’s action by adding additional material to the file according to University policy. The vote, the summary letter, and the faculty member’s response will be forwarded to the Department Chair.

The Department Chair, after reviewing the Peer Review Committee’s recommendation and after interviewing the applicant, will make an independent recommendation to the College Rank and Tenure Committee, the Dean and the VCAA. The applicant will be given a copy of the Department Chair’s recommendation before the application is sent forward. Again, the applicant will have the right to add additional material to the file to respond to the Department Chair’s recommendation. The file is then forwarded to the College Rank and Tenure Committee and to the Dean of the College.

Approved by the Faculty of the Department of Psychology 2/92. Revised 1/94, 1/00, 12/03, 12,12.
Criteria for Evaluating Teaching

The Department of Psychology recognizes that instructional quality is a result of a number of factors and that teaching style may vary considerably from one instructor to another. With that in mind, the following performance criteria are to be used in the evaluation of teaching for Promotion and Tenure purposes as per college guidelines. In this case, a two-tier system will be used to evaluate teaching. The first tier for consideration is "qualifies" for promotion or tenure. The second tier is “fails to qualify” for promotion or tenure. If an individual “qualifies,” then he or she is considered as meeting the standards for promotion or tenure. If the individual “fails to qualify” for promotion or tenure, he or she has not met the standards. In unusual cases where individuals desire to go up early for promotion and tenure, they must demonstrate work that exceeds “qualifies” in teaching. Although these are the requirements for applying and earning promotion and tenure in the College of Natural and Social Sciences, for annual reviews as well as 3-year reviews the department will continue to assess faculty as performing at an outstanding, superior, good or adequate level. Faculty members whose teaching is rated as good, superior or outstanding will “qualify” for promotion. Faculty members rated as adequate or inadequate will “fail to qualify” for promotion.

Qualifies.

Good: All faculty must present evidence of good teaching. Criteria for establishing good teaching include a self-assessment that adequately addresses the issues noted above, student evaluations of face-to-face courses that generally fall between 3.5 and 4.0 on the standardized institutional form, and course syllabi that demonstrate that the courses taught by the faculty member meet all Departmental requirements. Other materials that can be used as evidence of good teaching include, but are not limited to: Teaching materials, grant writing activities in support of teaching, participation in faculty development activities in support of teaching, evidence of committee work in support of teaching, recruitment and retention of outstanding students, work with professional organizations related to teaching, awards and other recognitions of teaching performance and publications related to teaching.

Superior: In order to demonstrate superior teaching, faculty members should present a self-assessment and course syllabi as required for good teaching, student evaluations of face-to-face courses which generally fall between 4.0 and 4.5, letters from peers and students which indicate superior teaching to include letters which reflect classroom visitation by peers, and products of good teaching (e.g., student research sponsored by the faculty member). Other materials which can be used as evidence of superior teaching include, but are not limited to: Teaching materials that demonstrate creativity and innovation, grant writing activities in support of teaching, participation in faculty development activities in support of teaching, recruitment and retention of outstanding students, evidence of committee work in support of teaching, work with professional organizations related to teaching, awards and other recognitions of teaching performance and publications related to teaching.

Outstanding: In order to demonstrate outstanding teaching, faculty members should present a self-assessment and course syllabi as required for superior teaching, student evaluations of face-to-face that generally score above 4.5, letters from peers and students which attest to outstanding teaching, to include letters which reflect classroom visitation by peers and products of good teaching (e.g., student research sponsored by the faculty member). Other materials which can be
used as evidence of outstanding teaching include, but are not limited to: Teaching materials which demonstrate creativity and innovation, grant award(s) in support of teaching, organization of faculty development activities in support of teaching, evidence of leadership (e.g., chair), in committee work in support of teaching, service as an Officer with professional organizations related to teaching, recruitment and retention of outstanding students, awards and other recognitions of teaching performance and publications related to teaching in key journals in the field.

Fails to Qualify.

Adequate: Criteria for establishing adequate teaching include a self-assessment which adequately addresses the issues noted above, student evaluations which fall generally between 3.0 and 3.5 on the standardized institutional form and course syllabi which demonstrate that the courses by the faculty member meet all departmental requirements. If less than adequate performance is noted in one of these areas, overall adequate performance might still be supported by evidence of serious remedial or compensatory efforts. These efforts could include but are not limited to: particularly innovative and effective teaching materials, grant writing activities in support of teaching, and participation in faculty development workshops or other activities in support of teaching. Faculty members receiving adequate or below rankings for teaching will meet with the Department Chair to develop a plan for improvement.

Inadequate: In general, student evaluations that consistently fall below 3.0 on the standardized institutional form are indicative of inadequate teaching unless extenuating circumstances apply. Such circumstances could include especially challenging courses, an unusual class profile, or new course offerings outside of the instructor's area of expertise.

Special Note Concerning Lecturers: Full time Lecturers who have been with the department for a minimum of five years or who have negotiated early promotion to senior lecturer to apply earlier are eligible to apply for Senior Lecturer as per criteria outlined in the University Guidelines on pages 23 - 25.

Approved by the Faculty of the Psychology Dept. on 11/92. Revised 4/95, 12/03, 12/12.
Criteria for Evaluating Scholarship

In general, scholarship requires that one be familiar with the ideas, theories, and accumulated knowledge of a particular academic discipline, as well as with the methodology for furthering ideas, theories and knowledge within that discipline. Further, scholarship requires that one be engaged in activities that utilize these methodological skills to extend the accumulated knowledge of the discipline.

According to the college guidelines a two-tier system will be used to evaluate scholarship. The first tier for consideration is “qualifies” for promotion or tenure. The second tier is “fails to qualify” for promotion or tenure. If an individual “qualifies” then he or she is considered as meeting the standards for promotion or tenure. If the individual “fails to qualify” for promotion or tenure, he or she has not met the standards. In unusual cases where individuals desire to go up early for promotion and tenure, they must demonstrate work that exceeds “qualifies” in scholarship. Although these are the requirements for applying and earning promotion and tenure in the College of Natural and Social Sciences, for annual reviews as well as 3-year reviews the department will continue to assess faculty members’ scholarship as performing at an outstanding, superior, good or adequate level. Faculty members whose scholarship is considered outstanding, superior or good will “qualify” for promotion or tenure. Individuals whose scholarship is considered adequate or inadequate for the period of review will “fail to qualify” for promotion.

The Department of Psychology recognizes the need for diversity in the scholarly activities expected of the faculty. With that diversity in mind, the following performance criteria are to be used in defining levels of scholarship for Promotion and Tenure purposes.

Qualifies.

Good: Meets the criteria for adequate as discussed later in this section. An additional criterion includes at least one publication in a peer-reviewed journal (peer reviewed by at least two referees) that is cited in a relevant database. Additional evidence for good includes funding of internal grant proposals (UNK campus related to scholarly pursuits) or evidence of writing grants for external submission (in the current year only). Other works which may support the evidence of “good” include non-refereed journal articles, textbooks, edited volumes, paper presentations, proceeding, book reviews, professional and technical reports, software packages, and other professional works. It is up to the individual faculty member to make his or her case for why material should be classified as scholarly work.

Superior: Meets the criteria for good. An additional criterion to meet the ranking of superior includes any of the following (within the three-year period of review):

1. One scholarly book.
2. Four refereed publications.
3. Five scholarly contributions, at least two of which are refereed publications.

Other evidence of superior work includes submission of grants to an external agency or funding of grants by an external agency, non-refereed journal articles, textbooks, edited volumes, paper presentations, proceeding, book reviews, professional and technical reports, software packages, and other professional works.

Outstanding: Meets the criteria for superior. Additional criteria may include the following:
making a significant contribution to the theories, ideas or accumulation of knowledge in one’s specialty or sub-specialty as evidenced from being cited in textbooks, review articles, or has scholarly works recognized in anthologies; funding of grants by external federal or state agencies or prestigious private groups, or meeting more than one of the criteria outlined under superior.

Fails to Qualify.

**Adequate:** Evidence for adequate include the following. Over the past three years has made at least three presentations at national or regional conferences, at least one of which is refereed. Is actively engaged in the research process either alone or with students. Has made presentations on campus and/or attended workshops related to scholarship and/or grant writing. Has made at least one published contribution in a format such as professional newsletters, ancillary materials for textbooks, or other non-refereed publications. A rating of adequate is not sufficient to meet required promotion and tenure guidelines. Faculty members receive an adequate rating for scholarship will meet with the Department Chair to develop a plan for improvement.

**Rank and Tenure Minimum Criteria:** Promotion in rank requires that faculty members qualify in scholarship. For promotion to Associate Professor, a minimum of 2 peer-reviewed publications are required for consideration. For promotion to Full Professor, an additional 3 peer reviewed journal articles, published after promotion to Associate Professor, are the minimum required for consideration. The minimum requirements for tenure are those required for promotion to Associate Professor and evidence of continuing scholarly productivity subsequent to promotion. Meeting the minimum is not a guarantee of promotion or tenure.

**Special note regarding newly hired assistant professors.** The faculty recognizes that scientific endeavors progress incrementally, and it may be difficult to meet the criteria outlined above the first few semesters at UNK. Outlined below are general guidelines that might be used to meet the criteria for good. These are suggested guidelines only; new faculty should consult with their mentor, the chair, dean, and other faculty for guidance. It is the responsibility of the faculty to present sufficient evidence in their portfolio to argue that the criteria for good are met.

**First year.** In addition to demonstrating familiarity with the field of psychology and their area of specialty, other evidence includes presentations and abstracts reflecting participation in regional and national conferences.

**Second year.** In addition to the evidence for the first year other evidence may include the establishment of an active research program, the rough draft of a manuscript, a rough draft of a grant proposal to an external agency, and funding of an internal grant.

**Third year.** In addition to the evidence presented in years one and two, additional evidence may be a submitted manuscript, and submission of a grant to an external agency.

**Fourth year.** Criteria for regular faculty apply.

*Approved by the Faculty of the Department of Psychology, 2/92. Revised 4/95, 1/04, 12/12.*
Criteria for Evaluating Service Activities

Service to the Department, the College and the University is expected from all members of the faculty. Service and a spirit of collegiality is essential to the successful functioning of the Academy. Members of the Department are expected to perform appropriate service to (a) the Department, (b) the College and/or University and (c) the Profession and/or Community.

According to the college guidelines a two-tier system will be used to evaluate service. The first tier for consideration is “qualifies” for promotion or tenure. The second tier is “fails to qualify” for promotion or tenure. If an individual qualifies then he or she is considered as meeting the standards for promotion or tenure. If the individual “fails to qualify” for promotion or tenure, he or she has not met the standards. In unusual cases where individuals desire to go up early for promotion and tenure, they must demonstrate work that “exceeds qualifies” in service. Although these are the requirements for applying and earning promotion and tenure in the College of Natural and Social Sciences, for annual reviews and 3-year reviews the department will continue to assess faculty members’ service as performing at an outstanding, superior, good or adequate level. Faculty members whose service is considered outstanding, superior or good will “qualify” for promotion or tenure. Individuals whose service is considered adequate or inadequate for the period of review will “fail to qualify” for promotion.

The Department of Psychology recognizes the value in diversity in the service activities expected of the faculty. With that diversity in mind, the following performance criteria are to be used in defining levels of service for Promotion and Tenure purposes.

Qualifies.

**Good:** Displays collegiality in dealing with other members of the Department. At a minimum, participates in and contributes to one or more Departmental committees, provides adequate advising (if applicable) to an equitable number of majors, participates in events sponsored by the Department and shows willingness to teach classes which meet Departmental requirements as needed. Beyond the Department, the faculty member should demonstrate service to either the college or the university and additionally to the profession or the community. College and University activities that can be used to document good performance include service on College committees, participation in campus symposia, service as an advisor to student organizations and participation in College sponsored events. Service to the profession which can be used to document good performance can include but are not limited to activities in support of Professional Associations and Societies as well as participation in professional conferences.

**Superior:** The rank of Superior includes all of the activities listed in the category of good but the expectation is that faculty supplement those activities with leadership roles in the department and college. Although leadership can be defined by a specific position such as president or secretary, it is also possible that faculty can show leadership through their work involving changes in departmental and college policies.

**Outstanding:** Departmental service activities that can be used to document outstanding service include those mentioned in the good and superior categories as well as the following. Faculty
members may be involved in mentoring new member of the Department. This may include scholarly or teaching activities. In addition to mentoring new faculty, service could include offering opportunities to colleagues that expands their original field of study. Members should also participate in departmental administrative duties (e.g., advisor to student organizations), grant activities related to departmental goals and instructional development activities that serve other members of the Department. In addition to departmental service activities, outstanding service must include service that demonstrates leadership to the college or university as well as the profession or community. University service activities that can be used to document outstanding service include tangible contributions to university policies or procedures, grant activities related to College or University-wide goals and College or University administrative duties. Service to the profession which can be used to document outstanding performance can include but are not limited to offices held in professional associations and societies and service as a referee or editor of a professional journal.

Fails to Qualify.

Adequate: Displays collegiality in dealing with other members of the Department. At a minimum, participates in and contributes to departmental faculty meetings, responds in a timely fashion to requests from the Department Chair and other administrators, provides adequate advising (if applicable) to an equitable number of majors, participates in events sponsored by the Department, and shows willingness to teach classes that meet departmental needs. Faculty members receiving adequate ratings for service will meet with the Department Chair to develop a plan for improvement.

Approved by the Department on 10/92. Revised 4/95, 12/03, 12/12.

Post Tenure Review

Follows University Guidelines for Rank and Tenure (updated June 2009) outlined on pages 26-33 of the document that can be found at the following link:

http://www.unk.edu/academic_affairs/_files/faculty_handbook/UNKept.pdf

Approved Spring 1998, revised Spring 2007, Fall 2012
NOTES: The course instructor should not be present during the administration of the evaluation. In general, student evaluations should be conducted at the beginning of the class.

The faculty member has these responsibilities:

1. Select a student to conduct the evaluation and explain to them their responsibilities.
2. Obtain an adequate supply of survey forms and pencils from the departmental office.

The student administering the questionnaire has these responsibilities:

1. Arrive at the classroom at the scheduled time.
2. After the course instructor has left, the administrator might begin by saying:

“My name is _____________________. I am here today to administer the Student Evaluation of Teaching Form. The results of this evaluation, in summary form plus any written comments you make, will be submitted to the Department Chair. Your instructor will also receive the summary and written comments after all semester course grades have been submitted to the Registrar. Please listen carefully while I read these instructions.”

“At UNK, good teaching is important. One way to measure teaching effectiveness is through student ratings. Thus, this evaluation will be used to help the instructor improve this course. Also, faculty retention and promotions depend partly on teaching effectiveness and the student evaluation will allow the administration to make decisions about retention and promotion. Answer each of the questions by marking only one response per item. If a question does not apply to this course, leave it blank. When you have finished answering the questions, use the space provided on the form for any written comments you may have.”

3. Be certain that each student has one survey form and a #2 pencil.
4. Hand out the evaluation forms and say “Please be certain to write the name of the instructor and the class on the form”. “You do not need to write your name on the form although you may do so if you wish.” Allow all of the students to finish completing the evaluation.
5. Collect the completed forms and the pencils. Do not fold the forms. Place the completed forms in a large brown envelope and seal.
6. As soon as the forms are collected, return the completed forms, pencils and unused forms to the departmental office and inform the instructor that the evaluation has been completed.
Sub-Appendix B
Self-Evaluation of Instructional Performance

1. Describe the techniques you use to stimulate curiosity and maintain student interest in your subject matter. What do you do to attract bright and capable students to major in psychology?

2. Describe class activities you conduct which contribute specifically to your course objectives. What activities do you require of your students that enhance the learning experience both in and out of class?

3. What do you do to maintain and expand your knowledge about the subjects you teach. How have you incorporated new research findings, ideas or materials into your course. Describe how you have modified and/or improved your courses so as to make your presentations more understandable and interesting.

4. Describe how you create examinations and quizzes and other evaluative materials appropriate for your courses which enhance the learning process. What policies have you adopted relative to grading and how do you insure that these policies are fair and effective?

5. What steps have you taken to provide time for students outside of class and in what way do you encourage students to seek your help outside of class. What activities outside of class do you regularly engage in which contribute to student development.

6. In summary, what has been your most important contribution(s) as a teacher during this period.
Sub-Appendix C

Additional Materials for Evaluating Teaching

Other materials that may be submitted as evidence in support of teaching effectiveness can include but are not limited to:

1. Teaching Materials which document the preparation and use of innovative pedagogical methods, techniques and materials, e.g., exams, student assignments, descriptions of exercises and demonstrations used in class to enhance learning effectiveness.

2. Products of Good Teaching, e.g., information about the effect of the faculty member’s courses on students’ career or graduate school choices, student publications or conference presentations, a record of students who succeed in advanced courses of study in the field, statements by alumni on the quality of instruction or evidence of student learning based on a comparison of exam scores before and after a course.

3. Grant Activities in Support of Teaching to include both internal and extramural grant applications.

4. Letters from Peers and/or Students Assessing Teaching to include letters that reflect classroom visitation by peers and letters from former students currently enrolled in graduate programs or employed.

5. Faculty Development Activities in Support of Teaching to include attendance and or presentations at seminars, conferences and workshops.

6. Evidence of Committee Work in Support of Teaching which could include service on Educational Policy or Academic Affairs committees.

7. Work with Professional Organizations related to Teaching. Examples include, but may not be limited to, CTUP, Division 2 of APA, TOPSS, CUPP, etc.

8. Awards and other recognitions of teaching performance.

9. Formal and Informal Mentoring Activities. Examples include Psy 493 and Psy 499, Undergraduate Research Fellowships, Summer Student Research Fellowship Programs.

Materials Considered in the Evaluation of Scholarship

Publications. Indicate whether peer reviewed or non-peer reviewed.
Textbooks.
Edited volumes.
Publications in proceedings.
Book reviews published in journals.
Published professional and technical reports.
Chapters in books.
Software packages.
Conference presentations. Regional, National or International.
Grant writing activities. Both funded and non-funded; Indicate whether Internal (RSC) or External and the amount. Grant activity includes grant proposal preparation as well as scholarly activities supported by a grant.
Citations by others for year in review if annual evaluation or years in review if promotion or tenure application.
Colloquia include on-campus presentations as well as lectures provided to off-campus groups.
Reprints in other publications.
Contributions in professional newsletters.
Ancillary materials for textbooks.
Examples of activities qualifying as service include, but are not limited to the following:

**Service to the Department:**
- Service on Departmental Committees
- Academic advising
- Willingness to teach service courses
- Participation in events sponsored by the Department
- Collaboration with members of the Department on scholarly or teaching activities
- Departmental administrative duties, e.g., network manager, graduate committee chair
- Advisor to student organizations
- Grant activities related to Departmental Goals
- Instructional development activities that serve other members of the Department

**Service to the College:**
- Service on College committees
- Participation in campus symposia
- Participation in College sponsored events
- Collaboration with members of the college faculty on scholarly or teaching activities
- Advisor to student organizations
- Grant activities related to College-wide Goals
- College administrative duties

**Service to the University:**
- Service on University wide committees, e.g., faculty senate
- Participation in campus symposia
- Participation in University sponsored events
- Collaboration with members of the University faculty on scholarly or teaching activities
- Advisor to student organizations
- Grant activities related to University-wide Goals
- University administrative duties

**Service to the Profession:**
- Activities in Professional Associations and Societies
- Offices held in Professional Associations and Societies
- Service as a referee or editor of a professional journal
- Participation in professional conferences
- Paid consultants insofar as they also demonstrate service to the University

**Service to the Community:**
- Presentations related to the profession given to community groups
- Volunteer consulting to community organizations based on professional skills
- Volunteer service on community boards and organizations related to the academic profession
- Conduct of training or development programs for the community related to the profession
- In addition to the community service listed above, the department will also consider community
service outside the realm of one’s expertise if it is in addition to the areas of service listed above.

Sub-Appendix F

**Peer Review Committee Rotation**

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000-01</td>
<td>William J. Wozniak</td>
</tr>
<tr>
<td>2001-02</td>
<td>Wayne Briner</td>
</tr>
<tr>
<td>2002-03</td>
<td>Theresa Wadkins</td>
</tr>
<tr>
<td>2003-04</td>
<td>Krista Forrest</td>
</tr>
<tr>
<td>2004-05</td>
<td>Yozan Mosig</td>
</tr>
<tr>
<td>2005-06</td>
<td>Wayne Briner</td>
</tr>
<tr>
<td>2006-07</td>
<td>Krista Fritson</td>
</tr>
<tr>
<td>2007-08</td>
<td>Joseph J. Benz</td>
</tr>
<tr>
<td>2008-09</td>
<td>Robert F. Rycek</td>
</tr>
<tr>
<td>2009-10</td>
<td>William J. Wozniak</td>
</tr>
<tr>
<td>2010-11</td>
<td>Theresa Wadkins</td>
</tr>
<tr>
<td>2011-12</td>
<td>Yozan Mosig</td>
</tr>
<tr>
<td>2012-13</td>
<td>Richard Miller</td>
</tr>
<tr>
<td>2013-14</td>
<td>Krista Forrest</td>
</tr>
<tr>
<td>2014-15</td>
<td>Krista Fritson</td>
</tr>
<tr>
<td>2015-16</td>
<td>Robert Rycek</td>
</tr>
<tr>
<td>2016-17</td>
<td>Evan Hill</td>
</tr>
<tr>
<td>2017-18</td>
<td>Megan Strain*</td>
</tr>
<tr>
<td>2018-19</td>
<td>Chris Waples*</td>
</tr>
<tr>
<td>2019-20</td>
<td>Julie Lanz</td>
</tr>
</tbody>
</table>

*Megan Strain and Chris Waples may not serve on one another’s committees per Nepotism Policy*
**Sub-Appendix G**

**Chair Evaluation Rubric**

*NOTE: The categories of leadership, interpersonal skills, decision making, organization, and fairness are the overall categories of administrative performance, for which a rating of performance (Outstanding, Superior, Good, Adequate, or Inadequate) should be provided in the peer review committee’s assessment letter. The subcategories (listed by bullet) are intended to assist the discussion of the administrative performance by the committee and to help the Chair of the committee provide clear substantive feedback in the review letter.*

<table>
<thead>
<tr>
<th>Category</th>
<th>Outstanding</th>
<th>Superior</th>
<th>Good</th>
<th>Adequate</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>• Has a clear vision for the department</td>
<td></td>
<td></td>
<td></td>
<td>• Has a vague mission statement that satisfies minimum administrative needs</td>
</tr>
<tr>
<td></td>
<td>• Addresses the written mission and strategic plan regularly with the faculty</td>
<td></td>
<td></td>
<td></td>
<td>• Maintains status quo and is concerned only with day-to-day activities or urgent needs</td>
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<tr>
<td></td>
<td>• Persuades all faculty to common goals</td>
<td></td>
<td></td>
<td></td>
<td>• Does not share a mission statement if one is written</td>
</tr>
<tr>
<td></td>
<td>• Promotes the department to all stakeholders</td>
<td></td>
<td></td>
<td></td>
<td>• Is not concerned with larger department goals</td>
</tr>
<tr>
<td></td>
<td>• Acts as a patron for departmental interests to external threats (i.e., the Dean)</td>
<td></td>
<td></td>
<td></td>
<td>• Does not work to incorporate unique individual skills of faculty into the departmental activities</td>
</tr>
<tr>
<td></td>
<td>• Supports the needs of individual faculty for their professional improvement</td>
<td></td>
<td></td>
<td></td>
<td>• Is resistant to justified change</td>
</tr>
<tr>
<td></td>
<td>• Supports creative and new ideas</td>
<td></td>
<td></td>
<td></td>
<td>• In unconcerned with standards</td>
</tr>
<tr>
<td></td>
<td>• Sets high standards for self and others</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>• Communicates clearly and openly with all faculty members</td>
<td></td>
<td></td>
<td></td>
<td>• Closed door policy</td>
</tr>
<tr>
<td></td>
<td>• Has an open door policy for faculty, staff, and students</td>
<td></td>
<td></td>
<td></td>
<td>• Works solo with little or no input or assistance from colleagues</td>
</tr>
<tr>
<td></td>
<td>• Listens before judging</td>
<td></td>
<td></td>
<td></td>
<td>• Judges before listening</td>
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<tr>
<td></td>
<td>• Responds to inquiries in a timely fashion</td>
<td></td>
<td></td>
<td></td>
<td>• Is frequently insensitive in interactions</td>
</tr>
<tr>
<td></td>
<td>• Is approachable and open to discuss any relevant professional issue</td>
<td></td>
<td></td>
<td></td>
<td>• Always late in responding</td>
</tr>
<tr>
<td></td>
<td>• Is sympathetic to individual pressures faced by faculty members</td>
<td></td>
<td></td>
<td></td>
<td>• Has no respect for different opinions</td>
</tr>
<tr>
<td></td>
<td>• Respects the privacy of faculty, staff, and students</td>
<td></td>
<td></td>
<td></td>
<td>• Is secretive with information</td>
</tr>
<tr>
<td></td>
<td>• Accurately gauges the level of information needed by recipients</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Decision Making/Problem Solving</td>
<td>Organization</td>
<td>Fairness</td>
<td></td>
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<tr>
<td>• Has a clear sense of which issues need to be addressed immediately</td>
<td>• Under budget</td>
<td>• Is fair in making and scheduling assignments to faculty members</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Clearly defines problems and involves the faculty and staff in identifying problem areas</td>
<td>• Reviews budget regularly with appropriate personnel</td>
<td>• Allows freedom but requires accountability</td>
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</tr>
<tr>
<td>• Considers a variety of approaches and implements it with the consent of the parties involved</td>
<td>• All paperwork properly filled out on time</td>
<td>• Establishes clear goals for faculty members</td>
<td></td>
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</tr>
<tr>
<td>• Assesses progress toward a solution</td>
<td>• Reduces paperwork load for faculty members</td>
<td>• Publicly recognizes excellent work</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Resolves problems to the satisfaction of all parties</td>
<td>• Has an organizational plan that is reviewed annually</td>
<td>• Sensitively addresses errors and unacceptable work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Takes preventative measures that avoid problems and conflict</td>
<td>• Delegates responsibilities clearly and monitors progress</td>
<td>• Balances academic duty and academic freedom</td>
<td></td>
<td></td>
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<tr>
<td>• Assesses progress toward a solution</td>
<td>• Holds regular meetings that are informative and productive</td>
<td>• Balances individual wants with program needs</td>
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<tr>
<td>• Resolves problems to the satisfaction of all parties</td>
<td>• Is prepared for meetings</td>
<td>• Is honest in evaluating own performance and takes steps to improve</td>
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<tr>
<td>• Takes preventative measures that avoid problems and conflict</td>
<td>• • Decision making is arbitrary or clearly benefits only a few</td>
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</tr>
<tr>
<td>• Assesses progress toward a solution</td>
<td>• No prioritization of activity</td>
<td>• All decisions are done behind closed doors</td>
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</tr>
<tr>
<td>• Resolves problems to the satisfaction of all parties</td>
<td>• Deadlines regularly missed</td>
<td>• Goals are not set for self, faculty members, nor staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Takes preventative measures that avoid problems and conflict</td>
<td>• Regularly loses important information</td>
<td>• Publicly criticizes poor performance</td>
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<td></td>
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</tr>
<tr>
<td>• Assesses progress toward a solution</td>
<td>• Has no knowledge of the institutional policies</td>
<td>• Does not balance academic duty and academic freedom</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Resolves problems to the satisfaction of all parties</td>
<td>• Meetings not held or are uninformative</td>
<td>• Continually avoids making difficult decisions concerning personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Takes preventative measures that avoid problems and conflict</td>
<td>• Delegation of tasks is not specified</td>
<td>• Does no preparation for important meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assesses progress toward a solution</td>
<td>• Does no preparation for important meetings</td>
<td>• • Decision making is arbitrary or clearly benefits only a few</td>
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<tr>
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<td>• All decisions are done behind closed doors</td>
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</tr>
<tr>
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<tr>
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<td>• Publicly criticizes poor performance</td>
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<tr>
<td>• Resolves problems to the satisfaction of all parties</td>
<td>• Has no knowledge of the institutional policies</td>
<td>• Does not balance academic duty and academic freedom</td>
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<tr>
<td>• Takes preventative measures that avoid problems and conflict</td>
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<tr>
<td>• Takes preventative measures that avoid problems and conflict</td>
<td>• Has no knowledge of the institutional policies</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>• Assesses progress toward a solution</td>
<td>• Meetings not held or are uninformative</td>
<td>• Continually avoids making difficult decisions concerning personnel</td>
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</tr>
</tbody>
</table>
I. Human Subjects Pool

1) The Human Subjects Pool shall normally consist of all students enrolled in PSY 188, 192, 203, 230, and 231. Under special circumstances, this pool may be extended to other courses with the approval of the Human Subjects Committee.

2) Instructors who teach courses included in the Human Subject Pool will allocate extra credit for experimental participation typically ranging from two to five points per experiment. Students not wishing to participate in experimental research because of particular beliefs or situations may be allowed to obtain extra credit at the instructor’s discretion.

3) Experimental extra credit is awarded by a set number of points per 20 minutes of participation.

4) The amount of experimental credit available each semester will vary at the discretion of each individual faculty member.

5) Only data-collection projects approved by the Human Subjects Committee can utilize the Psychology Department Subject Pool.

6) Departments or other agencies outside the psychology department can, with the approval of the Psychology Department Human Subjects Committee, utilize the Subject Pool provided they comply with all of the Department Human Subjects policies and procedures.

II. Human Subjects Committee

1) The Psychology Department Human Subjects Committee will consist of four elected and/or appointed members of the Psychology Department’s full-time faculty. The chair of the Human Subjects Committee is appointed by the Department Chair and must be a full-time faculty member. A quorum of the committee consists of two members and a chair or his designee. Any committee actions or recommendations require a majority “AYE” vote, of which, the committee chair is a voting member.
2) The Human Subjects Committee is responsible for (a) monitoring the Human Subject Pool, (b) approving data collection for training and demonstration purposes, (c) monitoring all human subjects research within the psychology department, (d) insuring the ethical treatment of human subjects based on American Psychological Association (APA) guidelines, and (e) assisting researchers with preparing protocols for the Institutional Review Board (IRB).

3) After reviewing a data collection project proposal, the human subjects committee can take any of two possible actions: (a) recommend continued review by the IRB, or (b) not approve. In the case of (b), the project may be resubmitted if concerns are addressed in a revised proposal.

4) The Human Subjects Committee reserves the right to withdraw its approval of any research or training project if circumstances warrant.

III. Human Subject Pool Coordinator

1) The Human Subject Pool Coordinator will be an undergraduate student appointed by the Department Chair and/or the Human Subjects Committee.

2) The Human Subject Pool Coordinator will oversee the day-to-day operations of the Human Subject Pool by providing information on subject recruiting, facilities, and running procedures.

3) The Human Subject Pool Coordinator will maintain a master record of earned experimental credits for the subject pool.

IV. Experimenters

1) Experimenters are to conduct themselves in a professional manner at all times consistent with APA ethical principles.

2) Experimenters are expected to follow the procedures for obtaining human subject approval, subject recruitment, subject running, and subject debriefing. Failure to do so may result in a suspension of research privileges and/or other institutional actions deemed appropriate.

3) All information and data collected shall remain confidential.

4) Experimenters should offer the subjects an opportunity to receive feedback on the general nature of the study and its results either immediately or within some reasonable period of time after the study.

5) If an experimenter fails to keep an appointment with a subject, the subject is entitled to at least one experimental credit. Experimenters should make every effort to contact subjects if there is to be a change in the appointment time. Repeated offenses by an experimenter
could result in a suspension of research privileges.

6) Data collection projects that use the Psychology Human Subjects pool must be completed no later than the Friday before dead week so that a subject participation report can be made by the Subject Pool Coordinator to each concerned faculty. Sona Systems will be disabled at 4:00 PM on the preceding Thursday to prevent subject sign-ups after the Friday deadline.

V. Subjects

1) If a subject signs-up for a research project, they have the responsibility to show up at the appointed time and place. If they are unable to do so, they should contact the experimenter.

2) If subjects, for any reason, feel uncomfortable with any research procedures, they have the right to terminate their participation without penalty and should be appropriately compensated to the extent that they did participate. In those circumstances, subjects are encouraged to contact the Human Subject Pool Coordinator and/or the Human Subjects Committee about their concerns.

3) Subjects have the right to request and receive feedback on the research either immediately after the session or within some reasonable period of time after the research is completed. However, this feedback should entail a general description of the findings rather than specific information on the individual subject’s performance. Participation in research studies is viewed as a learning experience and therefore the subjects should be given the opportunity to know what was done, why it was done, and what the results showed.

4) Subjects should avoid discussing their experimental session/experiences with fellow students until after the entire research study is completed.

5) If a subject has concerns about a particular study, they should contact either the faculty advisor for that particular study, Human Subject Pool Coordinator, and/or the Human Subjects Committee.

VI. Procedures

1) Obtain approval from the Human Subjects Committee. No subjects can be run without first obtaining this approval and the approval of the Institutional Review Board. Experimenters need to complete the appropriate forms for obtaining approval.

2) If experimenters are utilizing the Department Subject Pool, they must contact the Human Subject Pool Coordinator to obtain the necessary information for subject recruitment and running. The Human Subject Pool Coordinator will provide information concerning subject sign-up, experimental credit, and experimental facilities.

3) The Human Subject Pool Coordinator will provide experimenters with a Sona Systems experimenter account necessary for subject recruitment. Experimenters may recruit subjects through Sona Systems or contact individual instructors and follow sign-up
procedures which are minimally disruptive to the instructor’s class. If subjects are used in a classroom setting, outside of the Sona Systems sign-up system, the experimenter is required to provide all necessary information to the Human Subjects Coordinator, including participant name, class and section, and length of experiment. All attempts should be made to recruit subjects using the Sona Systems sign-up platform if possible. Class time may only be used for experiments with permission from the professor.

4) Unless specifically authorized by the Human Subjects Committee, class time should not be used for running subjects (except in the case where the experimenter is the instructor and is doing research for educational purposes within that particular class).

5) The experimenter is responsible for maintaining an accurate list of subjects who signed up for the experiment and for noting their participation in the experiment (if recruited outside of the Sona Systems sign-up system). The list must also note those subjects who failed to appear at their assigned time.

6) Experimenter should be on time for their research sessions and conduct themselves in a professional and ethical manner.

7) Upon completion of the experimental session, subjects must be informed of the number of experimental credits that they earned. A reasonably complete debriefing should follow all experimental sessions.
Appendix A.3.
Policies and Procedures

List of Additional Materials for Review

Folders containing these materials are stored in the file cabinets in the conference room for your review.

1. Course syllabi (sorted by course number)

2. Faculty Curriculum Vitae (arranged alphabetically)

3. Department Publications
   a. Fact Sheet – Two-page flyer that provides potential students with information about our programs of study, career opportunities, faculty, facilities, student organizations, and other undergraduate research programs.

   b. Department brochure – Trifold with information about our academic philosophy, programs of study, careers, facilities, course offerings, student organizations, and faculty. Provided to students and parents during visitation sessions.

   c. Careers in Psychology with a BA/BS – pamphlet describing 24 jobs available to psychology majors. Used during high school visitations and in our PSY 300 Orientation to psychology course.

4. Assessment Instruments (all described in the Assessment section)
   a. Faculty-developed exam (100-items)
   b. Faculty-developed experimental knowledge test (9-items)
   c. Diversity attitude scale (5-items)
   d. Integrity situational judgment test (5-items)
   e. Writing rubric
   f. Example of a grading form from an undergraduate conference
   g. PSY 300 survey
   h. Field experience evaluation
   i. Alumni survey

5. Previous APR Report and Response
B. Student Scholarship (2013-2017)
   1. Syllabi for Readings and Independent Research Courses
      PSY 493 – Readings in Psychology
      PSY 499 – Research in Psychology

   2. Student Publications and Conference Presentations
Appendix B.1.
Student Scholarship (2013–2017)
Syllabi for Readings and Independent Research Courses

PSY 493 – Readings in Psychology

PSY 499 – Research in Psychology
PSYCHOLOGY 493: READINGS IN PSYCHOLOGY  
Course Syllabus

**Prerequisites:** 12 hours of Psychology courses (advanced standing) and the Department Chair’s permission.

**Credit Hours:** 1, 2, or 3 credits

This course allows a student to independently study a Psychology topic of his or her choice by reading selected articles and/or books and submitting a written report on those readings. **THE TOPIC IS CHOSEN BY THE STUDENT.** The choice of readings is negotiated with the Department Chair. The student may utilize other Psychology faculty as resources with the approval of the Chair.

**OBJECTIVES**

1. Communicate clearly and effectively using appropriate technical language in both written and oral form.
2. Demonstrate knowledge of a specialized literature through reviewing empirical studies, analyzing research findings, and drawing appropriate inferences in reference to reliability, validity, and significance from a variety of materials.

**COURSE PROCEDURES**

1. **Registration**—The student must consult with a faculty member that they will work with in order to register for the course. NOTE: At this time, the student should have a clear notion of his or her topic.
2. **Plan**—By the end of the third week of the semester, the student submits a written plan (usually about 2 or 3 pages) of the readings to the Chair or designated faculty supervisor. The plan must include a complete reference list and a list of goals that the student wishes to achieve by means of these readings.
3. **Approval of Plan**—The plan is then reviewed by the Chair or supervisor, who may suggest alterations of the reading list.
4. **Readings Contract**—The student and Chair/Supervisor then establish a due date for the final paper. Usually, the paper is due during the 14th week of the semester.
5. **Reading**—The student then reads those references and composes a paper that summarizes, reviews, critiques, and/or between 10-20 pages depending upon the number of credit hours taken.
6. **Final Paper Grading**—The paper is handed in on or before the due date. The Chair/Supervisor then evaluates the paper in terms of writing quality and in terms of how well the student’s goals (from the prospectus) were met. A letter grade is assigned.

Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services, students must be registered with UNK Disabilities Services Coordinator, David Brandt, in the Academic Success Office, 163 Memorial Student Affairs Building, 308-865-8214 or by email brandtdl@unk.edu.
PSYCHOLOGY 499: RESEARCH IN PSYCHOLOGY
Course Syllabus

Prerequisites: Advanced standing in Psychology and the permission of the Psychology Department chairman.

Credit Hours: 3 credits

In this course, students engage in a research project of their own design. The project typically involves a research proposal, data collection and analysis, and a final APA-style report. The student may utilize any Psychology Department faculty member as a resource or supervisor.

OBJECTIVES
1. Formulate a researchable question that is designed to extend the knowledge base in psychology.
2. Examine the relevant scientific literature and select those studies that lead to the design of a research project.
3. Design a research project to address the researchable question.
4. Conduct an empirical research project (data collection).
5. Write an APA-style paper and give an oral presentation of the findings in the research study.

COURSE PROCEDURES
1. Registration—The student must obtain permission of the Psychology Department Chair in order to register for the course. NOTE: At this time, the student should have a clear notion of his or her research topic.
2. Research Proposal—By the end of the third week of the semester, the student submits a written proposal of the research. The proposal must contain a brief literature review, and proposed Method section.
3. Approval of the Proposal—The proposal is reviewed by the department chair or designated supervisor, who may suggest alterations. Ultimately, the proposal must contain a brief literature review, and complete Method section.
4. Human Subjects Committee (if necessary)—The student must then submit the proposal (in appropriate format) to the Psychology Department Human Subjects committee for approval. This group will also determine if the research need the formal approval of the Institutional Review Board or IACUC. The forms for the Human Subjects Committee and the IRB are identical.
5. Research Contract—The student and the Chair or supervisor then establish a due date for the final APA-style paper. The paper is usually due during the final weeks of the semester.
6. Final Paper Grading—The paper must be banded in on or before the due date. The Chair or supervisor then evaluates the paper in terms of format, writing style, and quality of research. A letter grade is assigned.

NOTE—At any time during the entire process, the Psychology Department faculty will be available to the student to assist in any aspect of the research project. However, the ultimate responsibility of the project is the student’s.

The Chair/Supervisor then evaluates the paper in terms of writing quality and in terms of how well the student’s goals (from the prospectus) were met. A letter grade is assigned.

Students with disabilities are encouraged to contact me for a confidential discussion of their individual needs for academic accommodation. It is the policy of the University of Nebraska at Kearney to provide flexible and individualized reasonable accommodation to students with documented disabilities. To receive accommodation services, students must be registered with UNK Disabilities Services Coordinator, David Brandt, in the Academic Success Office, 163 Memorial Student Affairs Building, 308-865-8214 or by email brandtddl@unk.edu.
Appendix B.2.
Publications and Conference Presentations

Note: On collaborative publications and presentations, the undergraduate student’s name is in boldface type.

2017


2016


Borowiak, S. (2016, April). *Developing a technique for testing the sensory abilities of the...
American alligator. Poster presented at UNK’s Student Research Day.


2015

Deines, L., & Wadkins, T. (2015, April). So... Umm...Do They Influence Our Speech? Oral presentation at the Rocky Mountain Psychological Association Convention in Boise, ID.

Streeter, G. (2015, April). Can Memory of Others be Overshadowed by One Bad Experience? Oral presentation at the Rocky Mountain Psychological Association Convention in Boise, ID.


2014


Sosoo, J. (2014, April). The Effects of First Names on Personality. Poster presented at the
Rocky Mountain Psychological Association Convention in Salt Lake City, UT.


2013

Griffiths, J., & Uemura, S. (2013, April). *The Effects of Humility and Self-Construals on Group Member Acceptance*. Oral presentation at the 2013 Rocky Mountain Psychological Association Convention in Denver, CO.


Sosoo, J. (2013, November). *Correlational Study of Self-Esteem and Extraversion*. Poster presented at the Annual Great Plains Psychology Students’ Conference, Omaha, NE and at the Nebraska Psychological Society, Wayne, NE and at UNK’s SRD.


Appendix C
Program Information

C. Program Information
   1. Course Enrollment Data
   3. PSY 475: Practicum in Psychology
Also see “Degree Program Data 2013-2017.xlsx” for complete listing of courses and their term enrollments (sent via email; best viewed online).

Enrollment for PSY 203 – General Psychology from 2013-2017

Enrollment for PSY 230 – Human Development from 2013-2017

Enrollment for PSY 231 – Abnormal Behavior and Society from 2013-2017

Enrollment for PSY 250 – Behavioral Statistics from 2013-2017

Enrollment for PSY 270 – Experimental Psychology from 2013-2017

Enrollment for PSY 300 – Orientation to Psychology from 2013-2017
Appendix C.2.
Program Information
New Course Designations (beginning 2018-2019)

A. Psychology Requirements (15 hours required)
   - Take 1 course from:
     - PSY 310, Learning and Conditioning - 3 hours
     - PSY 312, Sensation and Perception - 3 hours
     - PSY 313, Physiological Psychology - 3 hours
     - PSY 430, Memory and Cognition - 3 hours
   - Take 1 course from:
     - PSY 318, Experimental Social Psychology - 3 hours
     - PSY 406, Theories of Personality - 3 hours
     - PSY 415, Group Dynamics - 3 hours
   - Take 1 course from:
     - PSY 453, Experimental Child Psychology - 3 hours
     - PSY 455, Adolescent Psychology - 3 hours
     - PSY 462, Adult Development and Aging - 3 hours
   - Take 1 course from:
     - PSY 407, Psychopathology - 3 hours
     - PSY 408, Introduction to Clinical Psychology - 3 hours (Prereq: PSY 407 and junior standing)
     - PSY 450, Psychometrics - 3 hours
   - Take 1 course from:
     - PSY 410, Industrial Psychology - 3 hours
     - PSY 411, Organizational Psychology - 3 hours
     - PSY 440, Health Psychology - 3 hours
     - PSY 477, Psychology and Law - 3 hours
B. Lab Requirements (2 hours required; Prereq: PSY 270)

- Lab courses must be taken concurrently with the corresponding lecture course. Students may choose to take 2 research labs and no practical labs, but not the other way around.
- Practical labs will include demonstrations and activities that occur during the scheduled lab times. These activities will include some type of written assignments (i.e., lab reports) but not necessarily an APA-style paper. **Take no more than 1 course from:**
  - PSY 310L, Learning and Conditioning Laboratory - 1 hour
  - PSY 312L*, Sensation and Perception Laboratory - 1 hour
  - PSY 313L, Physiological Psychology Laboratory - 1 hour
  - PSY 408F, Intro to Clinical Field Experience - 1 hour
  - PSY 453L, Developmental Psychology - 1 hour
  *Denotes option: depending on instructor preference and departmental needs, could be offered as practical or research lab.

- Research labs will require that students design and carry out an empirical research project, and write an APA-style paper. **Take at least 1 course from:**
  - PSY 318L Experimental Social Psychology Laboratory - 1 hour
  - PSY 411L Organizational Psychology Laboratory - 1 hour
  - PSY 415L Group Dynamics Laboratory - 1 hour
  - PSY 430L Memory and Cognition Laboratory - 1 hour
  - PSY 440L Health Psychology Laboratory - 1 hour
  - PSY 477L Psychology and Law Laboratory - 1 hour
Appendix C.3.
Program Information
PSY 475: Practicum in Psychology

Course Syllabus

Prerequisites: 24 hours of Psychology courses (advanced standing) and permission of the Department Chair.

Credit Hours: 1, 2, or 3 credits

This course provides the student the opportunity to work with professional in the fields of Human Services in the context of a community agency. Various agencies in south central Nebraska are available.

Note: The practicum experience must be different from a job that you currently or previously held and applicable to your psychology major.

OBJECTIVES
1. Acquisition of practical, applied experience in the day-to-day work of an agency that employs professional psychologists.
2. Realization of the possible need for additional educational attainment (in the form of graduate school) to attain career goals.
3. Acquisition of contacts in the profession of psychology that can enhance the student’s resume.
4. Acquisition of knowledge, skills and abilities that psychologists use to succeed in their professions.
5. Acquisition of “successful” work behaviors, such as; dependability, independence of work, leadership, professional demeanor.

COURSE PROCEDURES

1. Review of positions available—The student contacts the department chair and reviews the positions that will be available the following semester. THIS MUST BE DONE ONE SEMESTER IN ADVANCE—USUALLY DURING PREREGISTRATION. At this time, the student should seriously consider the value of each position for him or her.

2. Application—The student fills out a practicum application form (available at the Psychology Department) and returns it to the department chairman. At this time, the
3. Formal Interviews—The student may be asked to schedule a personal interview with his or her potential practicum supervisor.

4. Selection—Once interviews are completed, qualifying students will be placed in a practicum by the department chairman.

5. Contractual agreement with agency—At this point, the student sets up a work schedule with the agency.

6. Evaluation is based on successful completion of the following three items:

   a. 150/100/50 (depending on 1, 2, or 3 credit hours) hours of volunteer service at the agency which will be evaluated by designated agency personnel. This counts for one-half of your grade.

   b. An experiential journal in which you record your daily experiences at the agency. You may enter whatever you wish in the journal. It is suggested that following a day at the site you record your thoughts, feelings, or relevant events in an UNCENSORED manner. Then go back later that day and ask yourself some relevant questions about the entry. For example you might record: What you think/feel about the entry? Are you in conflict or disagreement with whatever happened? Why? Are your experiences consistent with what you have learned at UNK or in other life experiences? Would you do things differently? And REMEMBER—if your journal entry is about a patient or client, DO NOT USE THEIR NAME(S) IN THE JOURNAL. The journal counts for ¼ of your grade.

   c. A 10-12-page term paper consisting of a literature review on a topic relevant to your practicum placement. This paper counts for ¼ of your grade and should be organized as follows:

      i. Introduction – A paragraph that clearly and concisely describes various points of view or differing explanations proposed in the scientific articles on which you are basing your paper.

      ii. Research section – The first eight to ten pages must report the scientific evidence. You should consult at least ten sources (books, articles within books, monographs, or journal articles), and at least half of them should have been published with the last five years. Try to find at least one relevant source published within the last year. While magazines written for a general audience sometimes pose provocative questions and contain interesting information, you should not rely on them for accuracy. Instead, go to the library and find recent scholarly books and journals on your topics.

      iii. Your opinions – A very important part of the paper is your own opinions and ideas, based on the research you have done. Indicate which of your sources you agree with and which you don’t and why. What conclusions
can you draw form your reading? What important questions related to your topic remain unanswered?

iv. References – All the books and journals used for your paper should be listed alphabetically in a bibliography at the end of the paper. You should use APA format.

7. After your practicum has begun, you should set up periodic meetings with the member of the psychology faculty who is monitoring your practicum to review your journal and discuss your experiences as well as to obtain guidance on the completion of your term paper.

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A Partial List of Agencies Offering Practicum Opportunities

Richard Young Psychiatric Hospital
Hastings Regional Center
Boys Town
Mid-Nebraska Individual Services
Mid-Plains Center for Professional Services
Frontier House
Youth Development Corps
S.A.F.E Center
South Central Counseling
Methodist Memorial Homes
Campus House
Kearney Public Schools

For more information, contact Dr. Wadkins at 865-8235
Keeping a Journal: The Critical Incident Technique

For your journal in this course, you are to use the Critical Incident (CI) format described below. The Critical Incident technique will help you monitor and evaluate your practicum experience in relation to the specific goals and learning objectives you set for your experience.

FIRST: In your “critical incident” journal you will use present objectives as criteria for determining what incidents from your field experience to select for recording and analysis. These preset objectives specify what you intend to learn through the practicum experience. When describing your objectives, you should use concrete, measurable terms. Please list these on the first page of your Journal. You can add to these throughout the semester.

SECOND: In your CI Journal you will choose incidents from your field experience according to the changes they produce in you. Rather than a narrative record of daily life in the field, a CI Journal should include detailed accounts of only those incidents which change you or your perspective in terms of your learning objectives, your assumed role during the practicum, or the general impact they have on you as a person. However, you should make a date notation for every time you are at the Practicum site. If there is no CI, simply record the date, briefly summarize what you did and indicate that there was no CI.

THIRD: You will use the recording and analysis of selected incidents to measure your individual progress toward reaching your identified learning objectives and progress during the practicum. Rather than simply describing and interpreting an incident and the people involved, this reflection and conceptualization technique will enable you to use the incident and its impact as a means for self-monitoring and personal exploration.

Whether to include an incident or not depends on how it relates to why you have chosen to participate in the practicum and what you are trying to get out of the experience. In a CI Journal you will want to record the points that cause you to change. You will want to describe and explore in writing both the incident and how it affected your progress in the practicum.

After each time at your practicum assignment you should choose one or two critical incidents that have taken place and explore them in detail in your journal. Remember, “critical” means having an impact on you in terms of your objectives. Here are the steps for organizing your reflecting and writing:

1. State the learning objective(s) to which the Critical Incident relates. Write out the objective, don’t just refer to the number.
2. Describe the event in detail so that the reader will understand what happened. Be sure to include the reason for the event, when, where, and who was involved (you may use code names to protect confidentiality).
3. Describe your role in the situation – what you did, how you acted.
4. Evaluate – looking at the Critical Incident, how did it go? If you could do it again, what would you change and why? If you wouldn’t change anything, why not?
5. Summarize – how did this incident help you meet your objective(s)? What did you learn from it that will help you in the future?
The following pages contain the 2-page vitae for all faculty. Full curriculum vitae are available in the conference room cabinet.

D. Faculty Vitae (2-page)
1. Krista Forrest
2. Krista Fritson
3. Evan Hill
4. Julie Lanz
5. Yozan Mosig
6. Robert Rycek
7. Megan Strain
8. Theresa Wadkins
9. Christopher Waples
10. William Wozniak
KRISTA D. FORREST

EDUCATION:

Ph.D. 1997 North Carolina State University  Social Psychology
M.S. 1994 North Carolina State University  Cognitive Development
B.S.  1990 Old Dominion University  Psychology/ Minor Sociology

RECENT PROFESSIONAL EXPERIENCE:
University of Nebraska at Kearney (1997-present) Currently Professor, Graduate Faculty,

COURSES TAUGHT: General Psychology, Adolescent Psychology, Psychology & Law, Group Dynamics, Human Development, Experimental Psychology

SELECTED PROFESSIONAL AFFILIATIONS AND ACTIVITIES:
Membership in Rocky Mountain Psychological Association, American Psychology - Law Society Reviewer for Psychology, Crime and Law (since 2008); Psychology, Public Policy and Law (since 2010) Law and Human Behavior (since 2012), National Science Foundation (since 2008)

AWARDS AND RECOGNITIONS:
UNK Creative Teaching, 2003; 2005; 2011; 2013 UNK Pratt-Heins Award for Teaching, 2011 Early Career Award, Rocky Mountain Psychological Association, 2007 Faculty Mentor Award, Natural & Social Sciences, 2010 UNK Student Affairs Partnership Award, 2013

MANUSCRIPTS UNDER REVIEW:
Lanz, J. & Forrest, K. Resilience as a predictor of desistence. For Encyclopedia of Forensic Psychology Forrest, K. D. & Wadkins, T. A. Law enforcement agencies. For Encyclopedia of Forensic Psychology

SELECTED PUBLICATIONS (Student names in bold):
Forrest, K. D., Woody, W. D., Brady, S. E., Batterman, K. C., Stastny, B. J., & Bruns, J. A. (2012). False-evidence ploys and interrogations: Mock jurors' perceptions of ploy type, deception, coercion,


SELECTED PRESENTATIONS (Student Names in bold):


EXPERT WITNESS TESTIMONY:

El Dorado, Kansas, November, 2002 Kansas v Adams [Factors contributing to False Confessions, at trial]

Fort Riley, Kansas, October 28, 2003 Kansas v Mosher via telephone [Factors contributing to False Confessions, at trial]

Kansas City, Kansas, October, 2010 Kansas v Everett [Factors contributing to Coerced Confessions, at Suppression Hearing]

Durango, Colorado, October 2015 Colorado v Marx [Factors contributing to False Confessions, at Shreck Hearing]

Durango, Colorado, March 2016 Colorado v Marx [Factors contributing to False Confessions, at trial]
EDUCATION:

- Psy. D. 1997 Forest Institute of Professional Psychology (Clinical)
- M.S. 1991 Forth Hays State University (Clinical)
- B.S. 1988 University of Nebraska at Kearney (General Psychology)

CLINICAL LICENSURES AND CERTIFICATIONS:

- Licensed Clinical Psychologist - State of Nebraska
- AMSR – Suicide Assessment Certification
- CAMS – Suicide Assessment/Treatment Certification
- QPR – Suicide Assessment Certification
- Dialectical Behavior Therapy Certification
- Trauma Focused - Cognitive Behavior Therapy Certification
- EMDR Certification, Level 1
- Certified Quit Smart Trainer (Smoking Cessation)
- Aggressive Behavior Management Training (JCAHO Approved)

RECENT SCHOLASTIC AWARDS AND ACHIEVEMENTS:

- UNK Student Government Faculty of the Year, April 2014
- UNK Dept. of Greek Affairs and Office of Student Life Distinguished Faculty Award, September 2013
- UNK CNSS Faculty Mentor Award, April 2013
- Honorary Member of Phi Eta Sigma – UNK Chapter, 2010-Present
- Phi Kappa Phi Honor Society, 2008 - Present
- Sigma Xi Scientific Research Society, 2008 - Present

PUBLICATIONS:


**CURRENT SERVICE ACTIVITIES:**

Psychology Club Advisor / Co-Advisor, 2004 to present

Psi-Chi Honor Society Advisor, 2004 to present

Psychology Dept. Human Subjects Research Committee (2010 – present)

UNK iPad Users Group. Attended workshops and exploring uses of iPad in classrooms in future at UNK. (2012)

UNK Student Success Council Member. Serve as CNSS faculty representative for improving student success at UNK. (2011-present)

UNK Student Alumni Foundation Board Member. Serve as a liaison between UNK students and the Alumni Association. (2008-present)

Research Services Council Member – CNSS representative (2009- present)

Search Committee Member for Health Sciences (Fall 2008).

CNSS Oversight Committee member (2006-2008).

Psychology Department/CNSS representative - UNK Family Day (2006-present)

Meet with prospective UNK students through student visitations/tours in (2005-present).

Department Visitation Representative, 2005 to present

**RECENT GRANT ACTIVITIES:**

UNK RSC Colloquium Grant for *Rethinking Comics as a Therapeutic and Educational Tool* Research and Colloquium. (Submitted Fall 2014; Funded).

RFI for *Wonderful Life Project*. (Submitted 12/2014; Not funded.)

NRI for *Development of the First Evidence-Based Model for Psychological Services for Transgender Identified Individuals*. (Submitted Spring 2015; Not funded.)

NIH for *Development of the First Evidence-Based Model for Psychological Services for Transgender Identified Individuals*. (Submitted Fall 2014; Not funded.)

Psi Chi Faculty Advisor Research Grant for Fitness Ball Research in Residential Facility Project. (2008-2010).

UNK Undergraduate Research Fellow (URF) Grant for student’s research on family mealtimes and self-efficacy. Student presented at multiple conferences. (2008-2009).

**MENTORING UNDERGRADUATE RESEARCH (2008-2017):**

Co-authored publications with 10 students

Mentored 15 student research grants

Mentored 30 student conference presentations
EVAN M. HILL

EDUCATION:

University of Toledo
PhD, Psychology (Emphasis: Biopsychology and Auditory Neuroscience) 2011

MA, Psychology 2009

Oklahoma State University
BS, Psychology 2006

PROFESSIONAL POSITIONS:

Assistant Professor of Psychology, University of Nebraska at Kearney July ‘14 – Present

Research Associate, University of Toledo May ‘13 – June ‘14

Postdoctoral Research Associate, University of Toledo January – April ‘13

TEACHING EXPERIENCE:

Assistant Professor, University of Nebraska at Kearney July ‘14 - Present

Adjunct Instructor, University of Toledo Jan. ‘12 – May ‘14

PUBLICATIONS:


PROFESSIONAL PRESENTATIONS:


GRANT ACTIVITY:

Co-Investigator with Nate Bickford: Evolutionary origins of auditory abilities in birds and reptiles: National Science Foundation, Division of Environmental Biology – Core Programs, 2016, Unfunded.

Co-Investigator with Nate Bickford: Comparative evaluation of auditory sensitivity in birds and reptiles: National Science Foundation, Division of Integrative Organismal Systems, 2016, Unfunded.

PROFESSIONAL MEMBERSHIPS AND ASSOCIATIONS:

- Acoustical Society of America: 2015 – Present
- American Psychological Association: 2014 – Present
- Association for Psychological Science: 2015 – Present
- Nebraska Psychological Society: 2014 - Present
- Sigma Xi: Scientific Research Honor Society: 2015 – Present
- University of Nebraska at Kearney Chapter Secretary: 2016 – Present
- Society for the Teaching of Psychology: 2015 – Present
JULIE J. LANZ

EDUCATION:

Ph.D., July, 2015 Florida International University - Miami, Florida
Industrial-Organizational Psychology

M.S., May, 2010 Missouri State University – Springfield, Missouri
Industrial-Organizational Psychology

B.S., May, 2008 University of Iowa – Iowa City, Iowa
Psychology, French

MANUSCRIPTS:


PRESENTATIONS:


and its role in student well-being. Poster presented at the Fall 2016 UNK Student Research Day, Kearney, NE.


* Indicates undergraduate student; ** Indicates graduate student

SERVICE ACTIVITIES:

- Human Subjects Committee and Assessment Committee (2016 – Present)
- Online Teaching Committee - Chair (2017 – Present)
- Social Sciences Representative, UNK Research Service Council (2016 – Present)
- Judge, UNK SRD (2016) and Great Plains Students’ Psychology Convention (2016)
- Application Reviewer, Great Plains IDeA-CTR Scholars Program on Clinical and Translational Research (2017 – Present)
- Reviewer, Journals and Conferences (2016 - Present)

GRANTS, AWARDS AND FUNDING:

Submitted Grants:

  PIs: Kimberly Carlson & Julie Shaffer. $1,384,924.
- January 2017 – Utilizing Technology Combined with Consumer Education and Gamification-based Behavioral Influencing in Food Waste Reduction and Health Promotion.
  PIs: Hamid Sharif, Michael Hempel, Dejun Su, Qiuming Zhou, Julie Lanz, Kelly Macarthur, Ozan Ciftci, Changmou Xu, & Theo Lioutas. $149,546.

Awarded Grants:

  5T42OH008438-09, 11/6/2013-6/30/2014

Awards:

- Student Travel Award (2015) – Society for Occupational Health Psychology: $200.00
YOZAN DIRK MOSIG

A native of Germany, Dr. Mosig lived for several years in Spain and for 15 years in Argentina before coming to the U.S. He attended Eastern New Mexico University for his undergraduate studies, and the University of Florida for his graduate work, earning a M.A. in 1969 and the Ph.D. in experimental psychology in 1974. He has travelled extensively, is fluent in several languages, and has been a professor at UNK/KSC since 1977.

COURSES REGULARLY TAUGHT:

- General Psychology
- Eastern Psychology
- Theories of Personality
- Humanistic Psychology
- History & Systems of Psychology
- Motivation (occasionally)
- Psychohistory (occasionally)

RECENT PUBLICATIONS:


Mosig, Y. (2017). Interview with El Watan. El Watan, Tunisia,


ONLINE PUBLICATIONS:

Dr. Mosig writes for the British website *The History Herald*, contributing the following articles which can be accessed online at the following link, [http://www.thehistoryherald.com/Ancient-History-Civilisation/Hannibal-and-the-Punic-Wars/](http://www.thehistoryherald.com/Ancient-History-Civilisation/Hannibal-and-the-Punic-Wars/):

In 2012:
"Hannibal: Challenging the Classical Record"

"Hannibal and the Punic Wars: Synopsis and Historical Background"

"The Mystery of Cannae: Re-examining Hannibal’s Greatest Victory"

"The Magic of Cannae: Battering Ram versus Quicksand"

"Cannae Aftermath: The Maharbal and Capua Myths"

"Roman Imperialism and the Dogs of War: The Origins of the Ancient Conflict with Carthage"

"Propaganda War in the Roman World: The Demonizing of Hannibal and the Carthaginians"

"The Road to Zama: The Heroization of Scipio and the Betrayal of Massinissa"

"The Trouble with Zama: Paradox, Smoke and Mirrors in an Ancient Battlefield"

In 2013:

"Hannibal's Elephants: Myth and Reality"

"The Punic Wars: Kriegsschuldfrage and the Question of the Just War"

In 2015:
"New Perspectives on the Battle of Cannae"

"Hannibal Barca: A Biographical Sketch"

"Understanding Cannae: Hannibal's Orders"

In 2016:
"A Note on Hannibal's Losses During the Crossing of the Alps"

In 2017:
"Alexander the Great and Hannibal Barca: A Compariso
ROBERT F. RYCEK

EDUCATION:

M.A, Ph.D. 1980, 1983 Northern Illinois University (Developmental Psychology)
B.A. 1976 University of Illinois at Chicago (Psychology)

RECENT ADMINISTRATIVE APPOINTMENTS:

8/10 – 12/11 Department Chair, Psychology
7/08 – 7/10 Interim Dean, College of Natural & Social Sciences
8/02 – 7/08 Associate Dean, College of Natural & Social Sciences

MAJOR AWARDS:

2014 Rocky Mountain Psychological Association Distinguished Service Award
2004 Pratt-Heins Foundation Faculty Award for Excellence in Service
2000-01 University of Nebraska Outstanding Teaching and Instructional Creativity Award (System-wide Award)

RECENT PUBLICATIONS:


RECENT PROFESSIONAL SERVICE ACTIVITIES:

**Great Plains Behavioral Research Association**
(private non-profit organization that funds Journal of Psychological Inquiry)
Vice President & Secretary (1995-2006)
President & Treasurer (2006-Present)

**Rocky Mountain Psychological Association**
Reviewer (1996-2005)
Executive Committee (2006-2017)
Secretary (2006-2017)

**Council on Undergraduate Research**
Advocacy Committee (2011-2012)
Psychology Division Chair (2012-2015)
Executive Board (2012-2015)
Posters-on-the-Hill Committee (2015-2017)
MEGAN L. STRAIN

EDUCATION:
M.S., Ph.D. 2010, 2014 Kansas State University Social Psychology
B.S. 2006 Nebraska Wesleyan University Psychology

TEACHING EXPERIENCE:
Instructor of Record:
General Psychology, Abnormal Behavior in Society, Behavioral Statistics, Experimental Psychology (with lab), Cross-Cultural Psychology, Experimental Social Psychology (with lab), Psychology of Gender, Psychology of Humor

Mentoring:
Undergraduate Research Fellows Spring 2015-Present
Shelby Study, Miranda Cormaci, Brianna Aden
Undergraduate Teaching Assistants (Behavioral Statistics) Spring 2016-Fall 2016
Preston Rieker, Mattison Peterson, Miranda Moore

RECENT PUBLICATIONS:


CONFERENCE POSTERS AND PRESENTATIONS:
* indicates undergraduate student author


SERVICE POSITIONS:

**Faculty Member**
Sexual Assault Prevention Task Force - Heartland Grant Fall 2016 - Present

**Psychology Representative**
Faculty Senate 2015 – Present

**Member at Large**
Women’s & Gender Studies Advisory Council 2015 – Present

**Human Subjects Committee**
Department of Psychology 2014 – Present

**Planning Committee**
Department of Psychology 2014 – Present

PROFESSIONAL AFFILIATIONS:

Rocky Mountain Psychological Association Spring 2016 – Present
Society for Teaching of Psychology 2013 – Present
Society for Personality and Social Psychology 2009 – Present
THERESA A. WADKINS
Chair and Professor
Department of Psychology

EDUCATION:

Ph.D. 1999 University of Nebraska - Lincoln (Educational Psychology)
Dissertation: The Relation Between Self-Reported Procrastination and Behavioral Procrastination
M.S. 1991 Fort Hays State University (Clinical Psychology).
Thesis: Effectiveness of Different Modes of Social Support on Threats and Challenges
B.S. 1987 Kearney State College (General Psychology)
M.F.S. 2011 Nebraska Wesleyan University (Forensic Science – Behavioral)

EDUCATIONAL AWARDS:

• Received UNK CNSS Faculty Mentor Award (2009)
• Selected for inclusion in “Who’s Who Among in the World” (2009)
• Received University Outstanding Teaching and Instructional Creativity Award (2008)
• Received UNK Creative Teaching Award (2007-2008)
• Received UNK Creative Teaching Award (2006-2007)
• Presented “Faculty Member of the Month” Award from Sigma Tau Gamma (2002)

PROFESSIONAL EXPERIENCE:

University of Nebraska at Kearney (2012 to present)
Chair, Department of Psychology
Professor, Department of Psychology (2011 to present)
Associate Professor, Department of Psychology (2006 to 2010)
Assistant Professor, Department of Psychology (2000 to 2006)
Visiting Assistant Professor, Department of Psychology (1999 to 2000)
Lecturer, Department of Psychology (1990 to 1999)
Therapist, Private Practice (1991 to 1994) Kearney, Nebraska

PROFESSIONAL AFFILIATIONS:

Associate Member of Sigma Xi
Member of Phi Kappa Phi
Member of Psi Chi (National Honor Society in Psychology)
Member of Rocky Mountain Psychological Association
Member of Nebraska Psychological Society
Member of Great Plains Behavioral Research Association
Reviewer for Journal of Psychological Inquiry
PUBLICATIONS:


CONFERENCE PRESENTATIONS:


Deines, L., & Wadkins, T. (2015, April). So...Umm...Do They Influence our Speech? Paper presented at the meeting of the Rocky Mountain Psychological Association, Boise, ID.


CHRISTOPHER J. WAPLES

EDUCATION:

Ph.D., Industrial/Organizational Psychology 2015
M.S., Industrial/Organizational Psychology 2013
Kansas State University, Manhattan, KS
B.S., Psychology, Business Administration (double major) 2006
Nebraska Wesleyan University, Lincoln, NE

TEACHING EXPERIENCE:

Instructor of Record
General Psychology, Behavioral Statistics, Experimental Psychology (with lab), Industrial Psychology (with lab), Organizational Psychology, Advanced Design and Analysis in Psychology

Mentoring
Undergraduate Research Spring 2017-Fall 2017
Tiffany Hoffman, Marissa Hernandez, Katherine Schambach

Undergraduate Teaching Assistant (Behavioral Statistics) Fall 2017
Miranda Moore, Katherine Schambach

RECENT PUBLICATIONS:


GRANT ACTIVITY:


Total Budget: 392,000 €
CONFERENCE POSTERS AND PRESENTATIONS:


SERVICE POSITIONS:

Department of Psychology
Assessment Committee
Planning Committee
Online Committee

College of Natural and Social Sciences
Dean’s Job Description Committee (Ad hoc)

PROFESSIONAL AFFILIATIONS:

Society for Industrial and Organizational Psychology 2010 – Present
Council for Undergraduate Research 2016 – Present
Rocky Mountain Psychological Association 2016 – Present
WILLIAM J. WOZNIAK

EDUCATION:
Ph. D. 1981 Miami University (Experimental Psychology)
M. A. 1978 Miami University (Experimental Psychology)
B. A. 1973 University of Notre Dame du Lac (Psychology)

PROFESSIONAL EXPERIENCE:
Director of General Studies 2002-2005
Professor, Department of Psychology 1997-present
Member Graduate Faculty University of Nebraska 1996-present
Associate Professor, Department of Psychology 1983-1997
Associate Professor, Department of Computer Science 1987-1990
Chairman, Department of Psychology 1983-1987
Assistant Professor of Psychology 1978-1983

PROFESSIONAL ORGANIZATIONS (Sample):
Society for the Teaching of Psychology full member
American Psychological Society full member
Rocky Mt. Psychological Association full member
    Program Co-Chair 1993-2002
    President 2008-2009
Nebraska Psychological Society full member
    Officer (President, Treasurer) various years
Sigma Xi full member
    President local Chapter 2000-2006, 2015-2016

AWARDS:
Rocky Mtn Psychological Assoc. Distinguished Service Award 1998
Outstanding Service to UNK, Pratt-Heins Foundation 1998
College of Natural & Social Sciences Faculty Mentoring Award 2001

REPRESENTATIVE SAMPLE OF UNK COMMITTEE SERVICE
Faculty Senate (except for 1985-1988) 1982-2016
University of Nebraska at Kearney Education Association 1990-present
    President 2009-2017

PUBLICATIONS—SAMPLE LAST FIVE YEARS:


Miller, R. L., & Wozniak, W. J. (2015). Weaving yarns into good psychological science


**CONVENTION PAPERS AND POSTERS—SAMPLE LAST FIVE YEARS:**


**MENTORED STUDENT RESEARCH—SAMPLE LAST FIVE YEARS:**


Streeter, G. (2014, April) *The Bill Buckner effect: Can our memory of others be overshadowed by one error?* Paper presented at the annual meetings of the Rocky Mountain Psychological Association, Boise ID.