Welcome to the latest edition of the Psychology Department Newsletter!

We’re excited to introduce Dr. Joanna Herres to the department! We asked her a few questions so you can get to know her a little better:

1. **What are your research interests?**
   
   My main research interests are in the role of emotional reactivity in the development, maintenance, and treatment of adolescent depression and anxiety.

2. **What are your initial thoughts and impressions about working at TCNJ?**

   I could not be more excited to join the psychology department at TCNJ. Ever since my own experiences as an undergraduate at a small liberal arts college, I have known that I would be most happy in a position at a similar institution in which professors are able to develop close, meaningful relationships with their students. I hope to offer the same level of commitment to student mentorship that was provided by my own professors, and I am eager to contribute to TCNJ’s reputation as a strong academic institution.

3. **What would you say is the best part about working in NJ?**

   Coming from Philadelphia, I did not have to move far, and am happy to remain close to the city, while also having narrowed the distance to NYC. The area is absolutely beautiful, offering a rural experience while being close to good shopping, major cities, and the beach – what more could a person ask for?

4. **What are your other interests and hobbies?**

   Above all, I enjoy spending time with my husband and our two young boys, ages 2 and 6. I also love watching movies, going out to eat, reading, and training for road races.

5. **Is there anything else you’d like to share with the Psychology Department community?**

   I competed in track meets at TCNJ during college.

Don’t forget to keep in touch with us! The Psychology Department loves to hear from our alumni. Visit our website at psychology.pages.tcnj.edu

*Maddie Anthes, Program Coordinator*
Assessment

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

1. Routine assessment measures were administered again, with help from GA Kelly Burke and Program Coordinator Maddie Anthes. These include:
   - Pre-post 96 surveys, and post 97-99 surveys
   - Indirect measures for department assessment
   - Senior Exit Survey
   - Bi-annual faculty assessment survey
2. Maddie Anthes coordinated with Deb Kelly of Career Center to ensure timely distribution of the on-line “One Year Out” survey.
3. TAPLab completed analysis of the two locally developed measures of Psychology Knowledge and shared with the department. A formal report and executive summary have been prepared for submission to LOAC in fall 2016 and are posted on the department shared drive.
4. A research project in TAPLab conducted by senior Mario Erisnord analyzed archived survey data from PSY9* courses as well as collected qualitative data via student focus groups and interviews with faculty and staff. Results affirm the benefits of the advising sequence for students as well as identifying areas in need of modification.
5. TAPLab continued our research on the motivation of students in completing academic assessments that are “low stakes” for students but “high stakes” for the department. This year, we shifted our research focus from prevention of low motivation to detection. In data collection led by Amanda Quijada and Shivani Shah, and supported by faculty and Maddie Anthes, we collected data in PSY098 and sections of PSY101 in the spring 2016 semester. Data are still being analyzed.
6. The committee developed and gained department approval for an assessment strategy for Lab in Load Both Semesters, LILBS. With the assistance of Maddie Anthes, data were collected this year and table templates have also been created. This assessment plan is includes:
   - Analysis of archived course data (offerings and registration)
   - Faculty feedback (reasons for participating, impact)
   - Student impact (accessibility of courses, faculty)

PIPER

The PIPER program had another successful year, culminating in a busy Spring 2016 with 41 studies, 1169 occurrences, and 4033 credits distributed to participants. Additionally, we continued to use PIPER as an incentive to advance department assessment goals. Future priorities include addressing technical glitches and better distributing research opportunities across Fall and Spring semesters.

RPE

The committee reviewed and approved 10 RPE proposals during the fall 2015 and Spring 2016 semesters. We reviewed all RPE documents to make corrections, updates as needed, and a few changes. The majority of the changes involved the elimination of check boxes on RPE reviewer forms that had become more of a hindrance than a help. New forms were put into use for the Fall 2015 semester.

BROWN BAG SERIES

-Research talks-
- Surprise-Induced Learning in Infants and Children Best practices-
- How to Manage a Research Lab Online Data Recruitment-
Academic Programs

During the 2015-2016 academic year, the Academic Programs Committee accomplished the following:

- We reviewed and updated requirements/outlines/activities of PSY 203.
- We updated course docs on R drive for PSY 419 (i.e., indicates that it is writing intensive and speaking intensive).
- We reviewed course proposals for winter 2016 blended learning (i.e., PSY 101 - Bireta; PSY 340 - Barnack-Talvaris).
- We reviewed course proposals for summer 2016 online learning (i.e., PSY 375 (Positive Psychology)-Kim-Prieto).
- We updated course docs on R drive for new courses PSY 215 (Social Psychology) and PSY 355 (Group Dynamics).
- We updated course docs for speaking-intensive requirement (PSY 299, 4xx).
- We updated the 4 year sequence guide for the Psychology major.
- We created standalone policies document to include all required links to TCNJ and department policies.
- We created a TCNJ Psychology and NJ Transfer database (lists PSY foundation course equivalences from NJ colleges and universities).
- We revised PSY 121 (i.e., minimize writing and encourage ways to think about research instead of producing it).

ELOPsy

This year, we updated all of the ELOPsy forms to explicitly connect learning objectives and assessments and streamline the application for both students and faculty reviewers. Totals for each ELOPsy experience can be found in the chart to the right.

<table>
<thead>
<tr>
<th>Experience</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
<th>15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>49</td>
<td>52</td>
<td>54</td>
<td>71</td>
</tr>
<tr>
<td>Independent Study</td>
<td>25</td>
<td>24</td>
<td>39</td>
<td>36</td>
</tr>
<tr>
<td>Senior Honors Thesis</td>
<td>7</td>
<td>14</td>
<td>13</td>
<td>18</td>
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<tr>
<td>Instructional Internships</td>
<td>29</td>
<td>25</td>
<td>40</td>
<td>33</td>
</tr>
<tr>
<td>Research Labs</td>
<td>217</td>
<td>239</td>
<td>250</td>
<td>261</td>
</tr>
</tbody>
</table>

Admissions

The Admissions committee evaluated internal transfer applications from 34 students in the Fall and 41 students in the Spring. The committee accepted 54 students into the major (22 in Fall, 32 in Spring). The committee also provided recommendation to the College Admissions office on the merits of over 30 external transfer students. The committee also advised students who had questions about admissions to the major.

Psi Chi

This year, we inducted 72 members into Psi Chi. We held our annual awards ceremony on April 30th.


6. 2015-2016 Publications (any students underlined in citation)


8. 2015-2016 Publications (any students underlined in citation)


**http://dx.doi.org/10.1037/pspp0000070**

**Faculty names in alphabetical order**


   doi:10.1016/j.jesp.2015.10.003


14. Crawford, J. T., Duarte, J., Haidt, J., Jussim, L., Stern, C., & Tetlock, P. E. (2015). It may be harder than we thought, but political diversity will (still) improve social psychological science. *Behavioral and Brain Sciences, 38*, 45-51. DOI: [http://dx.doi.org/10.1017/S0140525X15000035](http://dx.doi.org/10.1017/S0140525X15000035)


**Faculty names in alphabetical order**


48. Ruscio, J. (2016). Fundamentals of research design and statistical analysis. Ewing, NJ: The College of New Jersey, Psychology Department. [This text briefly reviews and illustrates key concepts and provides instructions on using SPSS for data analysis, exercises for each chapter, and several appendices. I’ve used it in PSY203.]


6. 2015-2016 Presentations (students underlined in citation)

   Wang, S. B., & **Borders, A.** (2016, August). *Investigating the relationships among rumination, impulsivity, and eating disorder behaviors.* Poster to be presented at the American Psychological Association Annual Convention, Denver, CO.


10. 2015-2016 Presentations (students underlined in citation)


Department Accomplishments

- Jessica Barnack-Tavlaris received tenure.
- Tamra Bireta was awarded a promotion to Professor.
- Ashley Borders was Chair of Hiring Committee and Vice-chair of CAP. She received the Sabbatical Award for 2016-2017. She also celebrated the birth of a baby girl, Julia Borders Dave, born May 7, 2016.
- He Len Chung was a co-principal investigator for Trenton Youth Empowerment Project. Grant from the City of Trenton CDBG (Community Development Block Grant) Program (period: July 2015-June 2016).
- Jason Dahling moved into a new home in January in Cranbury and also welcomed baby girl, Josephine Chau Dahling.
- James Graham is an Associate Editor for (Frontiers–Development Psychology). Graham is an Ad hoc committee member of Head Start and Early Head Start for Children's Home Society of NJ, as well as an Ad hoc reviewer for Child Development, Social Development, Frontiers, APA PsycCritiques, and Social Development. He is on the Board of Trustees for Trenton Education Dance Institute (TEDI).
- Jean Kirnan was awarded sabbatical leave (2016-2017) by The College of New Jersey, to devote time to a scholarly endeavor. She will be writing a book on Everyday Ethics. Her workshop entitled “Everyday Ethics” was accepted and ran in the Spring 2016 semester by Teachers as Scholars, TAS, offered through the collaborative efforts of TCNJ, The Woodrow Wilson Foundation, and the Professional Development School Network.
Many thanks to Nadirah Shakir, who managed the front office for many years. Ms. Shakir retired with emeritus status during the summer of 2016 and she will be missed.

We have been blessed with excellent assistance from student workers Laura Rivera-Cabrera and Lauren Agho, research assistant, Kiran Patel, and graduate assistant, Kelly Everett. There is insufficient room in this newsletter to cite all the day to day contributions of staff, student workers, adjuncts and faculty. Thanks for your ongoing efforts on numerous committees and ad hoc assignments.

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