

Heather C. Lench

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Professional Positions

2018-present	Professor, Department of Psychological and Brain Sciences, TAMU
2017-present	Department Head, Department of Psychological and Brain Sciences, TAMU
2016 - 2017	Department Head, Department of Psychology, TAMU
2014 - 2015	Associate Head, Department of Psychology, TAMU
2013 - 2018	Associate Professor, Department of Psychology, TAMU
2007 - 2013	Assistant Professor, Department of Psychology, TAMU

Education

Ph.D.	University of California, Irvine (UCI), 2007 Social Psychology, Quantitative Minor, Developmental Minor
M.A.	California State University, Fresno (CSUF), 2001 Experimental Psychology, Marriage and Family Therapy
B.A.	Florida State University (FSU), 1999 Psychology Major, English Minor

Research Interests

The underlying premise of my research is that emotional processes are the foundation of behavior and thought. In my laboratory, we examine the role of affective reactions and emotions in how people think about the future and what they think will happen to them in the future. We also investigate when and why particular emotions might improve functioning and decision making. This work falls broadly within the emerging interdisciplinary field of affective science, which focuses on understanding emotional and affective processes. This field involves research on emotion, emotion regulation, mood disorders, and affective neuroscience, using a variety of methods and approaches.

Honors and Awards

- ❖ *Department Head Development Fellow* 2019-2020: working group of six selected Department Heads by the Dean of Faculties to develop programming and support for other administrative leadership within the University.
- ❖ *Scholar in Happiness, Virtue, and Meaning of Life project* 2015-2017: a working group focused on interdisciplinary research related to topics of happiness, virtue, and meaning in life, funded by the John Templeton Foundation through University of Chicago and University of South Carolina.
- ❖ *Texas A&M University faculty merit award*, 2012: awarded to faculty who have demonstrated an exceptionally strong contribution to research in the past year

- ❖ *American Psychological Association New Investigator Award in Experimental Psychology*, 2010: awarded to an investigator within seven years of a PhD with the most outstanding publication in Journal of Experimental Psychology in the past year.
- ❖ *Springer Outstanding Manuscript Reviewer Award*, 2009: recognizes a member of the editorial board who consistently provided reviews of manuscripts that improved the quality of editorial decisions and significantly improved the quality of published manuscripts.
- ❖ *College Faculty Research Enhancement Award*, 2008: awarded by the College of Liberal Arts to support research on the emotional basis of optimism.
- ❖ *Ellen Greenberger Excellence in Graduate Research Award*, 2007: awarded to one graduate student in the Department of Psychology and Social Behavior who demonstrated excellence in their research program.
- ❖ *Chancellors' Club for Excellence Fellowship*, 2006-2007: awarded to the best graduate students at the University of California, Irvine, who also show great promise as future leaders. Nominations are made by Deans for scholars in their schools.
- ❖ *Martha Newkirk Excellence in Research Award*, 2006: awarded to one student in the School of Social Ecology for demonstrated research excellence in graduate school research.
- ❖ *Mentor Award*, 2006: awarded by the University of California, Irvine, to graduate students who demonstrate investment in mentoring undergraduate students in teaching and research.
- ❖ *Dean's Dissertation Data Gathering Fellowship*, 2005: awarded by the School of Social Ecology to support a graduate student during the data gathering phase of dissertation research
- ❖ *Dissertation Research Award*, American Psychological Association, 2005: funding awarded to science-oriented doctoral students of psychology to assist with research costs
- ❖ *Training Fellowship T32*, National Institute of Mental Health, 2002-2004: awarded to graduate students in the Department of Psychology and Social Behavior to support interdisciplinary training in the application of psychological science.
- ❖ *Department Comprehensive Exam Distinctions*, 2003: awarded to graduate students in the Department of Psychology and Social Behavior who have high scores demonstrating excellence on department exams in their area.
- ❖ *Graduate Research Fellowship*, Transdisciplinary Tobacco Use Research Center, 2001-2002: support for graduate training of students conducting research relevant to understanding and reducing tobacco use; involved students in interdisciplinary research mentoring and programs.
- ❖ *Burton/Button Renaissance Person Award*, California State University, 2001: awarded to a graduate student who demonstrates excellence across areas and diverse interests.
- ❖ *Student Research Award*, CSUF, 2000: Award to support a graduate student research program and associated travel to disseminate the work.
- ❖ *Graduate Research Award*, CSUF, 2000: Award to support a graduate student research program.
- ❖ *Leon S. Peters Fellowship*, CSUF, 2000-2001: awarded to graduate students based on academic merit.
- ❖ *Pickford Scholarship*, CSUF, 2000-2001: awarded to graduate students based on academic merit.

- ❖ Graduated with departmental and university honors, FSU, 1999
- ❖ Elected to Psi Chi, Psychological Honors Society, FSU, 1998

Grant Activity (funded)

National Science Foundation (awarded)

Title: Principal-agent models of decision delegation during systems design:
Integrating modeling and behavioral approaches
Total Amount: \$398,967
Dates: 8/1/16 to 8/31/20
Role: co-PI
Purpose: research

Texas A&M Research Development Fund (awarded)

Title: Integrating biometric responses to the social sciences
Amount: \$1,200,000
Dates: 9/01/2016-8/31/2017
Role: co-PI
Purpose: research infrastructure

National Science Foundation (awarded)

Title: Understanding and improving predictions about future feelings
Amount: \$310,294
Dates: 3/1/2015-2/31/2019
Role: PI
Purpose: research

National Science Foundation (awarded)

Title: Genomics & Society - Exploring ethics, impacts and consequences of
technological advances
Amount: \$291,046
Dates: 9/15/2012-8/31/2014
Role: Collaborator
Purpose: teaching

Publications (69 total)

(P indicates a postdoctoral collaborator; G indicates a graduate student collaborator; U an undergraduate collaborator)

Note: Dissemination to the public and broader intellectual community is an important part of academic work and therefore media coverage is noted where I am aware of the coverage. Dates, where noted, represent interviews for radio, television, or magazine coverage. A few of the publications included in this list are intended for a general audience, with the intent of disseminating work broadly (e.g., Nova Science).

1. Lench, H. C., Levine, L. J., Dang, V., Kaiser, K. A., Carpenter, Z. K., Carlson, S. J., Flynn, E., Perez, K. A., & Winckler, B. (revise). Optimistic expectations have benefits for effort and emotion with little cost. *Emotion*.

2. Levine, L. J., Lench, H. C., Stark, C. E. L., [©]Carlson, S. J., [©]Carpenter, Z. K., [©]Perez, K. A., Stark, S. M., & [©]Frithsen, A. (2020). Predicted and remembered emotion: Tomorrow's vividness trumps yesterday's accuracy. *Memory*, 28, 128-140.
3. [©]Coles, N. A., Larsen, J. T., & Lench, H. C. (2019). A meta-analysis of the facial feedback literature: Effects of facial feedback on emotional experience are small and variable. *Psychological Bulletin*, 145, 610-651. (5-yr IF: 21.99).
Media coverage: KBTX (May 2019); ScienceDaily, today.tamu, USNews, Sciencealert, Earth.com, Yahoo News, The Independent, Happiness Podcast, Business Standard
4. Lench, H. C., Levine, L. J., [©]Perez, K. A., ^UCarpenter, Z. K., [©]Carlson, S. J., ^PBench, S. W., & [©]Yidou, W. (2019). When and why people misestimate future feelings: Identifying strengths and weaknesses in affective forecasting. *Journal of Personality and Social Psychology*, 116, 724-742. (5-yr IF: 7.39).
5. ^PBench, S. W., & Lench, H. C. (2019). Boredom as a seeking state: Boredom prompts the pursuit of novel (even negative) experiences. *Emotion*, 19, 242-254. (5-yr IF: 4.24).
6. Lench, H. C., Levine, L. J., [©]Perez, K., ^UHaggenmiller, Z. K., [©]Carlson, S. J., & [©]Tibbitt, T. (2019). Changes in subjective well-being following the U.S. Presidential Election of 2016. *Emotion*, 19, 1-9. (5-yr IF: 4.24).
7. [©]Lange, K., Fields, S., Lench, H. C., & [©]Lazerus, T. (2018). Prompts to regulate emotions improve the impact of health messages on eating intentions and behavior. *Motivation Science*, 42, 267-275.
8. Lench, H. C. (2018). *Functions of emotion: When and why emotions help us*. Springer Nature: Switzerland.
9. Lench, H. C., & ^UCarpenter, Z. K. (2018). What do emotions do for us? In H. C. Lench (Ed.), *Functions of emotion: When and why emotions help us*. Springer Nature: Switzerland.
10. Lench, H. C., [©]Baldwin, C. L., [©]Garrison, K. E., & [©]An, D. (2018). The emotional toolkit: Lessons from the science of emotion. In H. C. Lench (Ed.), *Functions of emotion: When and why emotions help us*. Springer Nature: Switzerland.
11. [©]Alexander, J., [©]Houghton, D. C., Bauer, C. C., Lench, H. C., & Woods, D. W. (2018). Emotion regulation deficits in persons with body-focused repetitive behaviors. *Journal of Affective Disorders*, 227, 463-470. (5-yr IF: 4.04).
12. [©]Perez, K. A., & Lench, H. C. (2018). Benefits of awe in the workplace. In D. Lindebaum, Geddes, D., & Jordan, P. J. (Eds.), *Emotion in management: The functions of emotion at work and how we talk about it*.
13. Levine, L. J., Lench, H. C., [©]Karnaze, M., & [©]Carlson, S. (2018). Bias in predicted and remembered emotion. *Current Opinion in Behavioral Sciences*, 19, 73-77.
14. Lench, H. C., ^PBench, S. W., & [©]Perez, K. A. (2017). Building a house of sentiment on sand: Epistemological issues with contempt. *Behavioral and Brain Sciences*, 40, 33-34. (5-yr IF: 23.84)

15. ^GPerez, K., & Lench, H. C. (2017). Wonder. In M. Wrobel (Ed.), *Encyclopedia of Personality and Individual Differences*, 1-3.
16. ^PBench, S. W., ^GRivera, G. N., Schlegel, R. J., Hicks, J. A., & Lench, H. C. (2017). Does expertise matter in replication? An examination of the Reproducibility Project: Psychology. *Journal of Experimental Social Psychology*, 68, 181-184. (5-yr IF: 3.11)
17. Lench, H. C., Smallman, R., & ^GBerg, L. A. (2016). Moving toward a brighter future: The effects of desire on judgments about the likelihood of future events. *Motivation Science*, 2, 33-48.
18. ^GDarbor, K. E., Lench, H. C., & Carter-Sowell, A. (2016). Do people eat the pain away? The effects of acute physical pain on subsequent consumption of sweet-tasting food. *PlosOne*, 11, e0166931. (5-yr IF: 3.54)
19. Lench, H. C., ^GTibbett, T. P., ^PBench, S. W. (2016). Exploring the toolkit of emotion: What do sadness and anger do for us? *Social and Personality Psychology Compass*, 10, 11-25.
20. ^GKaplan, R. L., Levine, L. J., Lench, H. C., & Safer, M. A. (2016). Forgetting feelings: Opposite biases in memory for emotion and mood. *Emotion*, 16, 309-319. (5-yr IF: 4.404)
Media coverage: Washington Post
21. ^GDarbor, K. E., Lench, H. C., ^GDavis, W. E., & Hicks, J. A. (2016). Experiencing versus contemplating: Language use during descriptions of awe and wonder. *Cognition and Emotion*, 30, 1118-1196. (5-yr IF: 3.425)
22. Lench, H. C., ^GBench, S. W., & Davis, E. (2016). Distraction from emotional information reduces biased judgments. *Cognition and Emotion*, 30, 638-653. (5-yr IF: 3.425)
23. ^GTibbett, T. P., & Lench, H. C. (2015). When do feelings help us? The interpersonal function of emotion. *Advances in Psychology Research* (vol. 107), pp 1-10. New York: Nova Science.
24. ^GBench, S. W., Lench, H. C., Liew, J., Miner, K., & ^GFlores, S. A. (2015). Gender gaps in overestimation of math performance. *Sex Roles*, 72, 536-546. (5-yr IF: 2.067)
Media coverage: Huffington Post, Sciencedaily, dailymail, cnet, insidehighered, ibtimes, up.com, science2.0, business insider, today.tamu.edu
25. Lench, H. C., Domskey, D., Smallman, R., & ^GDarbor, K. E. (2015). Beliefs in moral luck: When and why blame hinges on luck. *British Journal of Psychology*, 106, 272-287. (5-yr IF: 3.277)
Media coverage: WOAI radio station in San Antonio (4/14), NTN24 Latino News Channel for all the Americas (4/14), futurity.com, nbcdfw.com, sciencedaily, TAMU Times, dailymail.com, British Psychological Society
26. ^GBench, S. W., ^GYaugher, A. C., & Lench, H. C. (2015). Method of induction could impact emotional outcomes: Comment on Markey, Chin, Vanepps, and Loewenstein (2014). *Perceptual and Motor Skills*, 120, 556-559. (5-yr IF: 0.689)
27. Lench, H. C.*, ^GBench, S. W.*, ^GDarbor, K. E., & ^UMoore, M. (2015). A functionalist manifesto: Goal-related discrete emotions from an evolutionary perspective. *Emotion Review*, 7, 90-98. (*authors contributed equally) (5-yr IF: 3.653)

28. Lench, H. C., & ⁹Bench, S. W. (2015). Strength of affective reaction as a signal to think carefully. *Cognition and Emotion*, 29, 220-235. (5-yr IF: 3.425)
29. Liew, J., Lench, H. C., ⁹Kao, G., Yeh, Y-C., & Kwok, O. (2014). Avoidance temperament and social-evaluative threat in college students' math performance: A mediation model of math and test anxiety. *Anxiety, Stress, and Coping*, 27, 650-661. (5-yr IF: 2.434)
30. Lench, H. C., Smallman, R., ⁹Darbor, K. E., & ⁹Bench, S. W. (2014). Motivated perception of probabilistic information. *Cognition*, 133, 429-442. (5-yr IF: 4.623)
31. Lench, H. C., & ⁹Bench, S. W. (2014). Economic indicators predict changes in college student optimism for life events. *Journal of Applied Social Psychology*, 44, 717-724. (5-yr IF: 1.049)
32. Lench, H. C., & ⁹Darbor, K. E. (2014). Negative affective reactions reduce perceived likelihood of risk. *Motivation and Emotion*, 38, 569-577. (5-yr IF: 1.954)
33. Lench, H. C., Taylor, A. B., & ⁹Bench, S. W. (2014). An alternative approach to analysis of mental states in experimental social cognition research. *Behavior Research Methods*, 46, 215-228. (5-yr IF: 3.968)
34. Levine, L. J., Lench, H. C., ⁹Kaplan, R. L., & Safer, M. A. (2013). Like Schrödinger's cat, the impact bias is both dead and alive: Reply to Wilson and Gilbert. *Journal of Personality and Social Psychology*, 105, 749-756. (5-yr IF: 7.521)
35. Lench, H. C., ⁹Darbor, K. E., & ⁹Berg, L. A. (2013). Functional perspectives on emotion, behavior, and cognition. *Behavioral Sciences*, 3, 1-5.
36. ⁹Bench, S. W., & Lench, H. C. (2013). On the function of boredom. *Behavioral Sciences, Special Issue: Functional Perspectives on Emotion, Behavior, and Cognition*, 3, 459-472. Media coverage: BBC Future (1/15), IPR Science Friday radio (1/23/15), Wired magazine (4/15), smellybrains.com, usatoday, medical xpress, humanevents.com, Scientific American
37. Lench, H. C., ⁹Bench, S. W., & ⁹Flores, S. A. (2013). Searching for evidence, not a war: Reply to Lindquist, Siegel, Quigley, and Barrett (2013). *Psychological Bulletin*, 139, 264-268. (5-yr IF: 22.155)
38. ⁹Darbor, K. E., & Lench, H. C. (2013). Regulating the impact of emotions to improve decisions. In Changiz Mohiyeddini (Ed.), *Psychology of Emotions*. New York: Nova Science.
39. ⁹Darbor, K. E., & Lench, H. C. (2013). Anger and aggression. In M. Shally-Jensen (Ed.), *Mental Health Care Issues in America*. ABC-CLIO (Praeger).
40. Lench, H. C., Levine, L. J., & Whalen, C. K. (2013). Exasperating or exceptional? Parents' interpretations of their child's ADHD behavior. *Journal of Attention Disorders*, 17, 141-151. (5-yr IF: 3.327)
41. Lench, H. C., Schlegel, R., & Berry, C. (2013). *Guide for Elementary Statistics for Psychology, 2nd edition*. Iowa: Kendall-Hunt Publishers

42. Levine, L. J., Lench, H. C., [¶]Kaplan, R. L., & Safer, M. A. (2012). Accuracy and artifact: Reexamining bias in affective forecasting. *Journal of Personality and Social Psychology*, 103, 584-605. (5-yr IF: 7.521)
Media coverage: goodtherapy.org, wikipedia
43. Lench, H. C., & [¶]Bench, S. W. (2012). Automatic optimism: Why people assume their futures will be bright. *Social and Personality Psychology Compass*, 6, 347-360.
44. Lench, H. C., & [¶]Flores, S. A. (2012). The fast and the dangerous: The speed of events influences risk judgments. *British Journal of Social Psychology*, 51, 178-187. (5-yr IF: 2.675)
45. Lench, H. C., [¶]Flores, S. A., & [¶]Bench, S. W. (2011). Discrete emotions predict changes in cognition, judgment, experience, behavior, and physiology: A meta-analysis of experimental emotion elicitation. *Psychological Bulletin*, 137, 834-855. (5-yr IF: 22.155)
46. Lench, H. C., Safer, M. A., & Levine, L. J. (2011). Focalism and the underestimation of future emotion: When it's worse than imagined. *Emotion*, 11, 278-285. (5-yr IF: 4.404)
47. Lench, H. C. (2011). Understanding optimism as an emotional response to the future. In P. R. Brandt (Ed.), *Psychology of Optimism*. (pp. 167-174). New York: Nova Science.
48. Lench, H. C. (2011). Personality and health outcomes: Making positive expectations a reality. *Journal of Happiness Studies*, 12, 493-507. (5-yr IF: 2.364)
49. Lench, H. C., Schlegel, R., & Berry, C. (2010). *Guide for Elementary Statistics for Psychology*. Iowa: Kendall-Hunt Publishers.
50. Lench, H. C., Levine, L. J., & ^URoe, E. (2010). To the pointe: Predictors of dancer's health. *Dance Science & Medicine*, 14, 163-170.
***student undergraduate thesis
51. [¶]Davis, E., Levine, L. J., Lench, H. C., & Quas, J. A. (2010). Metacognitive emotion regulation: Children's awareness that changing thoughts and goals can alleviate negative emotions. *Emotion*, 10, 498-510. (5-yr IF: 4.404)
Media coverage: emotionsblog.history
52. Lench, H. C., & Levine, L. J. (2010). Motivational biases in memory for emotion. *Cognition and Emotion*, 24, 401-418. (5-yr IF: 3.425)
53. Levine, L. J., Lench, H. C., & Safer, M. A. (2009). Functions of remembering and misremembering emotion. *Applied Cognitive Psychology, Special Issue: What the Hell is it for?*, 23, 1059-1075. (5-yr IF: 1.978)
***selected as lead article of special issue
Media coverage: The Conglomerate
54. Lench, H. C., [¶]Bench, S. W., [¶]Flores, S. A., & Ditto, P. H. (2009). Automatic optimism: The role of desire in judgments about the likelihood of future events. In E. P. Lamont (Ed.), *Social Psychology: New Research*. (pp. 55-79). New York: Nova Science.
***reprinted in P. R. Brandt (Ed.), *Psychology of Optimism*, 2011, Nova Science.
55. Lench, H. C. (2009). Automatic optimism: The affective basis of judgments about the likelihood of future events. *Journal of Experimental Psychology: General*, 138, 187-200. (5-yr IF: 6.268)

***selected for APA New Investigator Award, 2010
Media coverage: Psychology Today, National Affairs

56. Lench, H. C. (2008). *The consequences of emotion: The relation of approach and avoidance goals to persistence, affective judgments and health*. Saarbrücken, Germany: VDM Verlag Publishers.
57. Lench, H. C., & Levine, L. J. (2008). Goals and responses to failure: Knowing when to hold them and when to fold them. *Motivation and Emotion*, 32, 127-140. (5-yr IF: 1.954)
Media coverage: Psychology today
58. Lench, H. C., & Ditto, P. H. (2008). Automatic optimism: Biased use of base rate information for positive and negative events. *Journal of Experimental Social Psychology*, 44, 631-639. (5-yr IF: 3.140)
59. Lench, H. C., & Chang, E. S. (2007). Belief in an unjust world: When beliefs in a just world fail. *Journal of Personality Assessment*, 89, 126-135. (5-yr IF: 2.481)
60. Quas, J. A., & Lench, H. C. (2007). Arousal at encoding, arousal at retrieval, interviewer support, and children's memory for a mild stressor. *Applied Cognitive Psychology*, 21, 289-305. (5-yr IF: 1.978)
61. Price, P. C., Smith, A. R., & Lench, H. C. (2006). The effect of target group size on risk judgments and comparative optimism: The more, the riskier. *Journal of Personality and Social Psychology*, 90, 382-398. (5-yr IF: 7.521)
62. Lench, H. C., Quas, J. A., & Edelstein, R. (2006). My child is better than average: The extension and restriction of unrealistic optimism. *Journal of Applied Social Psychology*, 36, 2963-2979. (5-yr IF: 1.049)
63. Lench, H. C. (2006). Anger Disorders: Diagnosing unrecognized mood disorders. In T. Plante (Ed.), *Mental Disorders of the New Millennium* (pp. 53-72). Westport Connecticut: Praeger Publishers.
64. Levine, L. J., Safer, M. A., & Lench, H. C. (2006). Remembering and misremembering emotions. In L. J. Sanna & E. C. Chang (Eds.), *Judgments over time: The interplay of thoughts, feelings, and behaviors* (pp. 271-290). New York: Oxford University Press.
65. Lench, H. C., & Levine, L. J. (2005). Effects of fear on risk and control judgments and memory: Implications for health promotion messages. *Cognition and Emotion*, 19, 1049-1069. (5-yr IF: 3.425)
66. Quas, J. A., Wallin, A. R., Papini, S., Lench, H. C., & Scullin, M. H. (2005). Suggestibility, social support, and memory for a novel experience in young children. *Journal of Experimental Child Psychology*, 91, 315-341. (5-yr IF: 3.766)
67. Lench, H. C. (2004). Anger management: Diagnostic differences and treatment implications. *Journal of Social and Clinical Psychology*, 23, 512-531. (5-yr IF: 2.00)
Media coverage: livestrong.com, howstuffworks.com

68. Haynes, S. N., & Lench, H. C. (2003). Incremental validity of new clinical assessment measures. *Psychological Assessment*, 15, 456-466. (5-yr IF: 3.900)
69. Price, P. C., Pentecost (Lench), H. C., & Voth, R. D. (2002). Perceived event frequency and the optimistic bias: Evidence for a two-process model of personal risk judgments. *Journal of Experimental Social Psychology*, 38, 242-252. (5-yr IF: 3.140)

Sampling of Professional Presentations

(P indicates a postdoctoral collaborator; G indicates a graduate student collaborator; U an undergraduate collaborator)

Lench, H. C., Levine, L. J., ^GPerez, K., ^GCarpenter, Z. K., ^GCarlson, S. J., Bench, S. W., & ^GWan, Y. (2019). Misestimating future feelings. International Convention of Psychological Science (ICPS). Paris, France.

^UAleman, C., & Lench, H. C. (2018). Parental education sets the expectation. Student Research Week, Texas A&M University.
**won the Division of Student Affairs Higher Education Awards

^UMcCann, C., & Lench, H. C. (2018). Assessing effort in delegation tasks. Student Research Week, Texas A&M University.
***Second place poster presentation in the Undergraduate Liberal Arts Category & Sigma XI Interdisciplinary Award

^UL^UCarpenter (Haggenmiller), Z. K., Lench, H. C., Levine, L. J., ^GPerez, K. A., ^GCarlson, S. J., & Bench, S. W. (2018). When and why people misestimate future feelings. Society for Affective Science, Los Angeles, CA.

Levine, L. J., Lench, H. C., Stark, C. E. L., ^GCarlson, S. J., ^UL^UCarpenter, Z. K., ^GPerez, K. A. (2018). Prospection and retrospection about emotion: Tomorrow's vividness trumps yesterday's accuracy. Society for Affective Science, Los Angeles, CA.

Levine, Linda J., Lench, H. C., & Stark, C. E. L. (2018). Prospection and retrospection about emotion: Tomorrow's vividness trumps yesterday's accuracy. Emotion and Decision Making Preconference. Society for Affective Science, Los Angeles, CA.

^GCarlson, S. J., Levine, L.J., Lench, H.C. (2017). Religious people forecast, but do not experience, less unhappiness following negative events. Association for Psychology Science Annual Convention, Boston, MA.

^GCarlson, S. J., Levine, L. J. & Lench, H. C. (2017). Religious people forecast, but do not experience, less unhappiness following negative events. University of California Well-Being Conference, UC Riverside, CA.

^GCarlson, S., Levine, L., & Lench, H. (2017). Religious people forecast but do not experience less negative emotion following a negative outcome. Society for Affective Science.

Haggenmiller, Z., Bench, S. W., & Lench, H. C. (2017). Boredom as a seeking state: Boredom and the pursuit of novel experience. Society for Research on Child Development, Austin, TX.

- Lench, H. C., & ^PBench, S. W. (2016). Are emotions functional for goal pursuit? Presented at Association for Psychological Science, Chicago, IL.
- Lench, H. C., & ^PBench, S. W. (2016). Why did Alice check the cupboards? A functional account of boredom. Presented at Association for Psychological Science, Chicago, IL.
- Lench, H. C. (2015). Emotions. Presented at Institute of Biophysics, Academy of Science, Beijing China.
- ^GDarbor, K. E., & Lench, H. C. (2015). Are emotions functional for goal pursuit? Presented at Society for Personality and Social Psychology. Long Beach, CA.
- Alvarado, N., & Lench, H. C. (2015). Nonverbal behavior during puzzlement, frustration and mental effort. Presented at International Convention of Psychological Science, Amsterdam, The Netherlands.
- Lench, H. C. (2014). Are emotions functional? Invited presentation at Society for Affective Science inaugural meeting, Bethesda, MD.
- ^GDarbor, K. E., & Lench, H. C. (2014). Experienced regret and impulsivity: To delay or not to delay? Presented at Society for Personality and Social Psychology, Austin, TX.
- ^GBench, S. W., & Lench, H. C. (2014). The role of novelty in the pursuit of negative experience. Presented at Society for Personality and Social Psychology, Austin, TX.
- ^GBerg, L., Lench, H. C., & Darbor, K. E. (2014). Moving towards a brighter future: The role of motivation in optimistic bias. Presented at Society for Personality and Social Psychology, Austin, TX.
- ^GDarbor, K. E., & Lench, H. C. (2014). Experienced regret and impulsivity: To delay or not to delay? Presented at Judgment and Decision Making, Toronto, Canada.
- ^GBench, S. W., & Lench, H. C. (2013). Economic indicators predict changes in college student optimism for life events. Presented at Society for Personality and Social Psychology, New Orleans, LA.
- ^GBench, S. W., Lench, H. C., & ^GFlores, S. A. (2013). Gender gaps in overestimation of math performance. Presented at Society for Personality and Social Psychology, New Orleans, LA.
- ^UTalya, L., & Lench, H. C. (2013). Discrepancy detection as a measure of intuitive performance. Presented at the Society for Personality and Social Psychology, New Orleans, LA.
- ^GDarbor, K. E., & Lench, H. C. (2013). Pain and self-regulation: Eating the pain away? Presented at Society for Personality and Social Psychology, New Orleans, LA.
- ^UTalya, L., & Lench, H. C. (2012). Regulation of emotion increases risk perception. Presented at the Judgment and Decision Making preconference at SPSP meeting, San Diego, CA.
- ^GFlores, S. A., & Lench, H. C. (2012). Discrete emotions predict changes in cognition, judgment, experience, behavior, and physiology. Presented at Society for Personality and Social Psychology, San Diego, CA.

- ^GBench, S. W., & Lench, H. C. (2012). Optimism from negativity: The differential impact of positive and negative value on likelihood judgments. Presented at Society for Personality and Social Psychology, San Diego, CA.
- ^GDarbor, K. E., & Lench, H. C. (2012). Cognitive emotions and regulatory behavior. Presented at Society for Personality and Social Psychology, San Diego, CA.
- ^GDarbor, K., & Lench, H. C. (2011). Focalism and the underestimation of future emotion: When it's worse than imagined. Presented at Association for Psychological Science, Washington, DC.
- ^GSweet, K., Liew, J., & Lench, H.C. (2011). Personality and motivation in college students' general and domain specific self-efficacy: Implications for the STEM fields. Presented at Student Research Week, TAMU, College Station, TX.
- ^GBench, S. W., & Lench, H. C. (2011). Wanting it more, expecting it less: Intense desire reduces the desirability bias in predicting the likelihood of future events. Presented at Rocky Mountain Psychological Association, Boulder, CO.
- ^GBench, S. W., & Lench, H. C. (2011). Optimistic judgments predict altruistic behavior. Presented at Society for Personality and Social Psychology, San Antonio, TX.
- ^GFlores, S. A., & Lench, H. C. (2011). The cognitive costs of regulating implicit impulses. Presented at Society for Personality and Social Psychology, San Antonio, TX.
- ^GKao, G., Liew, J., Lench, H. C. (2011). Influence of anxiety on math test performance under stereotype threat. Presented at Society for Personality and Social Psychology, San Antonio, TX.
- Lench, H.C. (2010). Focalism and the underestimation of future emotion: When it's worse than imagined. Presented at American Psychological Association, San Diego, CA.
- ^UAtchinson, A., & Lench, H.C. (2010). The effects of instructor feedback on optimistic students. Presented at Student Research Week, TAMU, College Station, TX.
*won second place prize for presentation
- ^GBench, S.W., & Lench, H.C. (2010). Regulating the desirability bias: A dual process account. Presented at the Society for Personality and Social Psychology, Las Vegas, NV.
- ^GFlores, S.A., & Lench, H.C. (2010). Beyond group identity: The cognitive costs of stigma threat in non-identifying individuals. Presented at the Society for Personality and Social Psychology, Las Vegas, NV.
- Lench, H.C., Safer, M.A., & Levine, L.J. (2010). Focalism and the underestimation of future emotion: When it's worse than imagined. Presented at the Society for Personality and Social Psychology, Las Vegas, NV.
- ^GKaplan, R., Levine, L.J., Safer, M.A., Lench, H.C. (2010). Are predicted and remembered

emotions over- or underestimated? Addressing the paradox between impact bias and empathy gap. Presented at the Society for Personality and Social Psychology, Las Vegas, NV.

Lench, H. C. (2009). Automatic optimism: The affective basis of prediction. University of Texas, Austin.

^GDavis, E.L., Lench, H.C., & Quas, J.A. (2009). Metacognitive emotion regulation: Children's awareness that changing thoughts and goals can alleviate negative emotions. Presented at the Society for Research on Child Development, Denver, CO.

Lench, H.C., ^GFlores, S.A., & ^GBench, S.W. (2009) Automatic optimism: The affective basis of judgments about the likelihood of future events. Presented at the Society for Personality and Social Psychology, Tampa, FL.

Lench, H.C. (2008). Automatic optimism: The affective basis of judgments about the likelihood of future events. Presented at the Society for Judgment and Decision Making, Chicago, IL.

^USiegel, E.H., & Lench, H.C. (2007). What a tangled web we weave: The conundrum of reducing the psychological effects of deception. Presented at the Stanford Undergraduate Research Symposium, Stanford, CA.

Lench, H.C., & Levine, L.J. (2006). Emotion regulation over time: The relations of goals to anticipated and remembered emotion. Presented at the International Society for Research on Emotion, Atlanta, GA.

Lench, H.C. (2006). Goals and reactions to failure: Knowing when to hold them and when to fold them. Presented at the Society for Personality and Social Psychology at conference and emotion pre-conference, Palm Springs, CA.

Lench, H.C., Safer, M.A., & Levine, L.J. (2005). Predicted, actual, and remembered emotion: Accuracy and overestimation. Presented at the Association for Psychological Science, Los Angeles, CA.

Lench, H.C., & Ditto, P.H. (2005). Automatic optimism? Motivated use of base rate information. Presented at the Society for Personality and Social Psychology. Austin, TX.

Lench, H.C., & Ditto, P.H. (2004). Motivated use of base rate information. Presented at the Society for Personality and Social Psychology, Austin, TX.

Smith, A.R., Price, P.C., & Lench, H.C. (2003). The group size effect on personal risk judgments: A result of using a numerosity heuristic? Presented at the Society of Judgment and Decision Making, Vancouver, Canada.

Lench, H.C., & Levine, L.J. (2003). Risk, control, and memory: Effects of specific emotions and event valence. Presented at the Society for Applied Research in Memory and Cognition, Aberdeen, Scotland.

Lench, H.C., Quas, J.A., & Beck, B.E. (2003). The influence of coping on child memory and suggestibility. Presented at the Society for Research in Child Development, Tampa, FL.

Lench, H.C., & Levine, L. J. (2002). Effects of emotions on judgments of risk and control and on memory: Implications for health promotion messages. Presented at the UCI Transdisciplinary Tobacco Use Research Center, Irvine, CA.

Leadership Presentations

- ❖ Academic Program Reviews, Texas A&M University, 2019
- ❖ Texas A&M System Department Head Convening, panels from exemplary department heads to new heads within the system, 2019
- ❖ Responding to difficult faculty behaviors, Dean of Faculties Office, Texas A&M University, 2017

Media Presentations

Note: Dissemination to the public and broader community is an important part of academic work and therefore media presentations are noted. These presentations are related to my general area of research expertise, but not directly related to a research publication.

- ❖ Boredom during social isolation, March, 2020, shondaland.com, BBC Travel
- ❖ Boredom and Kids – The Lisa Valentine Clark Show (radio), June, 2019
- ❖ Big Questions Online - Do Emotions Help or Hinder Moral Action?, September, 2016
- ❖ Emotional consequences of the economic downturn, May-June 2008: KBTX (Bryan/ College Station television news), KTRH (Houston radio morning show), FOX Waco (Brazos television news), Abilene Reporter-News (Abilene newspaper)
- ❖ Teenage risk-taking and decision-making, August, 2009: Insite magazine
- ❖ Road rage, October, 2011: KBTX (Bryan/College Station television news)

Undergraduate Teaching Interests

I focus on exposing students to psychological theory and methods and giving students personal experience with the application of psychological science to daily life. No matter what career students decide to pursue, this exposure to scientific principles is invaluable to the development of critical thinking skills and insight into the human mind. I regularly teach undergraduate courses in statistics, introduction to psychology, social psychology, and emotion.

Recent Undergraduate Teaching

- ❖ *The Psychology of Emotion:* This course introduces students to theories and approaches in the psychological study of emotion. We discuss a broad range of topics related to emotion, including predictors of happiness, causes and consequences of emotion, and the role of emotion in society. Students gain hands-on experience with identifying facial expressions of emotion and in techniques that promote happiness.
- ❖ *Statistics for Psychology:* Psychology has developed scientific methods to explore questions about humanity and this course introduces students to the statistics used to interpret and evaluate research findings. The goal is to provide students with a foundation to continue

training in psychology and to think critically about psychological findings reported in research articles and the media. Students learn to organize and summarize data, identify what statistical tests to use with what type of data, interpret and communicate findings of analyses, critically evaluate quantitative information, use SPSS to analyze data and interpret output obtained during analysis, and develop the ability to write clearly and concisely about scientific research.

- ❖ *Harnessing Emotion and Reason to Achieve Goals*: This is a freshman critical thinking course designed to enhance the undergraduate experience. Emotion and reason can help or harm our ability to achieve goals in daily life. This course introduced students to research on the best ways to identify and achieve goals (in other words, what to want and how to get it). The goal was to provide them with a foundation to continue their college career and to think critically about psychological research and its relationship to daily life. They also developed the ability to engage with other learners during discussion and to synthesize diverse perspectives.
- ❖ *Introduction to Psychology*: This course introduced students to the science of psychology. We constantly explore the world around and within us, but this exploration can lead to erroneous conclusions. Psychology has developed scientific methods to explore questions about humanity and this course will introduce students to those methods and many basic findings. We discussed a broad range of topics, including the relationship of the brain to the mind, stability and change across the lifespan, social behavior, and motivation and emotion. The goal is to provide students with a framework to think critically about psychological topics and understand current debates and discoveries.

Undergraduate Teaching Development

- ❖ *Writing Course Primer*, University Writing Center: workshop focused on developing writing skills in undergraduate students and instructional techniques that are effective in courses that require writing feedback and development
- ❖ *The Teaching of Psychology*, Department of Psychology: three day workshop focused on skills and activities for teaching psychology across areas, conducted by Ludy T. Benjamin, a nationally recognized scholar for his instructional excellence
- ❖ *Rubric development*, Center for Teaching Excellence: workshop focused on the implementation and development of standardized rubrics, based on the AACU value rubrics frequently utilized to assess learning outcomes in undergraduate students
- ❖ *Why students plagiarize and what you can do about it*, University Writing Center: workshop focused on understanding student plagiarism and practical steps to ameliorate the issue in classes requiring writing
- ❖ *Classroom Assessment Techniques*, Center for Teaching Excellence: workshop on various ways to assess student learning in classes focused on different types of learning outcomes
- ❖ *Introduction to the Teaching Portfolio*, Center for Teaching Excellence: workshop on strengthening instructional practice and documenting excellence in teaching

Undergraduate Mentoring

Undergraduate students are actively recruited as research assistants in my research laboratory, with approximately 10-20 students taking part every semester. Many students participate for multiple semesters, and we make efforts to recruit, retain, and promote women and students from underrepresented and non-traditional backgrounds. As part of the lab, students take part in

a weekly meeting that involves discussion of theories, psychological methods, and professional development issues (e.g., applying to graduate programs, taking the GRE). Research assistants also gain experience working with participants using a variety of techniques and methodologies, coding data, and entering data.

- ❖ 116 undergraduate students participated as research assistants at Texas A&M University over multiple semesters. 40% of these students have continued to graduate school. 44% were from underrepresented backgrounds and 83% were female.
- ❖ Mentor for Kristen Akin, completing an individual honors project, 2019-2020. Her project is a preliminary look at individual differences in responses to boredom. She was slated to present her work at Student Research Week in 2020 and has been invited to publish it in *Explorations*, a peer-reviewed university undergraduate journal.
- ❖ Mentor for Carlos Aleman, who completed an individual project, 2017-2018. His project focused on how first generation college students evaluate their performance in classes. He found that, compared to others, first generation students made lower predictions for test scores and reacted more negatively to the outcome of tests. He presented his findings at Student Research Week in 2018 and received the Division of Student Affairs Higher Education Award. He is attending a Counseling Psychology PhD program.
- ❖ Mentor for Cameron McCann, who completed an individual project, 2017-2018. His project focused on how to motivate people who are delegated tasks within an organization (part of funded lab research). The preliminary findings suggest that people work more efficiently when given “optimal” rather than “threshold” instructions. He presented his findings at Student Research Week in 2018, and received the 2nd place poster presentation in the Undergraduate Liberal Arts Category, and the Sigma XI Interdisciplinary Award. This work was also published in *Explorations*, a peer-reviewed university undergraduate journal.
- ❖ Mentor for Amanda Brown, who completed an individual project as an Undergraduate Research Honors Scholar, 2016-2017. Her honors thesis focused on how encouragement during painful experiences influences emotional responses and attitudes. She found that people who received encouragement were more distressed but more willing to go through the pain again compared to control and distraction conditions. She presented her findings at Student Research Week in 2017.
- ❖ Mentor for Melody Moore, who completed an individual project as an Undergraduate Research Honors Scholar, 2014-2015. Her honors thesis focused on the effects of the experience of meaning on subsequent choice. She found that participants who had viewed meaningful stimuli for an extended period of time experienced greater feelings of inspiration, and subsequently desired even more meaningful stimuli, compared to others. These findings suggest that people do not become satiated with meaningful stimuli in the same way they do other positive stimuli and experiences. She presented her findings at Student Research Week in 2015. During her time in my laboratory, Melody also was recruited as a summer intern at the prestigious Dan Gilbert lab at Harvard. She is now a PhD student in social psychology at the University of California, Irvine.
- ❖ Mentor for Amanda Dick, who completed an individual project as an Undergraduate Research Honors Scholar, 2014-2015. Her honors thesis focused on the effects of exposure to media images of submissive versus dominant women on women's interest in leadership positions. She found that women with high self-esteem were more interested in leadership positions after viewing dominant versus submissive images; but women with low self-esteem were less interested in leadership positions after viewing dominant images. These findings suggest that how women react to media portrayals of women depends on individual

characteristics of the women. She presented her findings at Student Research Week. She is now a MA student in the business program at Texas A&M University.

- ❖ Mentor for Talya Lazerus, who completed an individual project as an Undergraduate Research Honors Scholar, 2011-2012. Her honors thesis focused on the development of a measure of people's ability to utilize intuitive processes in decision making. She found that there were individual differences in people's abilities to use intuitive processing to solve problems across tasks. She presented her findings at Student Research Week and the conference for Society for Personality and Social Psychology. During her time in my lab, she was recruited as a summer intern to the prestigious Dan Gilbert lab at Harvard University, and she was awarded the Nicole Baxter White award in the Department of Psychology. She is now a PhD student in decision science at Carnegie Mellon University.
- ❖ Mentor for Amisha Atchinson, who completed an individual project as an Undergraduate Research Scholar, 2009-2010. Her project focused on the relationship between optimism and educational aspirations. She presented her findings at Student Research Week, where she was awarded 2nd place for her presentation. She is now teaching high school and inspiring students to pursue higher education goals.
- ❖ 42 undergraduate students participated as research assistants at University of California, Irvine over multiple semesters. 60% of these students have continued to graduate school. 75% were from underrepresented backgrounds and 93% were female. Fall 2001- Spring 2007
- ❖ Mentor (w/ Beth Loftus) for Erika Siegel, who completed an individual thesis, UCI, 2006-2007. Her project focused on the degree to which debriefing interventions could alleviate the negative impact of false feedback during an experimental paradigm. She presented her findings at the UCI Student Research conference. She received her PhD from Northwestern University and is now a postdoctoral scholar at UC San Francisco School of Medicine.
- ❖ Mentor (w/ Linda Levine) for Elisa Roe, who completed an individual thesis, UCI, 2004-2005. Her project focused on the relationship of approach and avoidance goals to psychological and physical health in ballet dancers in training. Her undergraduate thesis was ultimately published in *Dance Science Medicine*. She is now dancing and performing acrobatics on cruise ships.

Graduate Teaching Interests

In graduate courses, my focus is on transitioning students from passive receivers of information to active contributors to scientific discourse. Every week, students read articles that focus on the historical frame for a topic, major work in the area, and current controversies or developments. They develop research questions or comments that integrate across areas every week. At the end of the semester, students develop an innovative review or investigation to address an issue related to their interests and class materials, which forms the basis of a presentation and paper. I am prepared to teach graduate courses in social psychology, judgment and decision making, and affective science.

Graduate Teaching

- ❖ *Affective Science*: This course introduces students to theories and approaches in affective science. We discuss a broad range of topics related to emotion and affect. For most topics we cover debates in the field, historical perspectives, and recent developments.

- ❖ *Judgment and Decision-Making*: This course introduces students to traditional and contemporary models of judgment and decision-making. We discuss a broad range of topics, including theories of rational choice (briefly), heuristics and biases, positive illusions and relatively new dual process models that incorporate motivation and emotion to explain and predict decisions. Psychological judgment and decision-making models are relevant to a number of disciplines, including health, business, law, and economics, and we discuss implications for each of these disciplines.

Graduate Mentoring

- ❖ Mentor for Van Dang, a clinical doctoral student. Van transferred into my lab in 2019 and is currently working on her first year project.
- ❖ Mentor for Jericka Battle, a social doctoral student. Jericka transferred into my lab in 2019 and is currently working toward her dissertation proposal. She has accepted a position at Hendricks College.
- ❖ Mentor for Robert Tirso, a cognition and cognitive neuroscience student. Robert transferred into my lab in 2018 and is currently working toward his dissertation proposal.
- ❖ Mentor for Wan Yidou, a social doctoral student. Wan started the program in 2016 and is currently working toward his dissertation proposal.
- ❖ Mentor for Kenneth Perez, a social doctoral student. Ken was a recipient of a diversity fellowship from 2015-2018, as a first-generation Hispanic student. He is currently working toward his dissertation proposal and has accepted a position at University of Connecticut.
- ❖ Mentor for Thomas Tibbett, a social doctoral student. Tom transferred into my lab in 2014, and completed the PhD program in Spring 2017. He worked as a statistical summer intern at the Science for a Greater Good Center in summer 2015 and at SAP in summer 2016. Tom won the 2017 Frank Costin Memorial Award for an open access teaching demonstration he developed. Tom began a Senior Product Specialist position at SAP effective Fall 2017.
- ❖ Mentor for Logan Berg, a social master's student. Logan transferred into my lab in 2013, and completed her masters degree in Spring, 2015. Her thesis focused on the impact of construal levels on experiential reactions to stimuli. Logan is a research associate at Harvard Business School.
- ❖ Mentor for Kathleen Darbor, a social doctoral student, from 2010-2015. Kathleen attended the Max Planck Bounded Rationality Institute in 2014, and the University of Geneva Emotion Summer Institute in 2014. She received a College of Liberal Arts Vision 2020 Dissertation Enhancement Award to support her dissertation work. Her dissertation focused on the effects of regret on goal pursuit and intentions. She is now a Senior Quantitative Analyst for Hanover Research in Arlington, VA.
- ❖ Mentor for Shane Bench, a social doctoral student, from 2008-2014. Shane was recipient of a College of Liberal Arts Dissertation Enhancement Award 2014 to support his dissertation research; recipient of a Fasken Graduate Student Teaching Award in 2014 to recognize his teaching excellence; recipient of the Department of Psychology Saul Sells Research Award in 2014 to recognize his research potential; and recipient of a College of Liberal Arts postdoctoral appointment in 2014 that was not utilized. He was a postdoctoral researcher at Washington State University from 2014-2015 and at TAMU from 2015-2016, and began a tenure-track assistant professor position at Utah State University in Fall 2016.
- ❖ Mentor for Sarah Flores, a social master's student, from 2008-2013. Sarah was admitted as a doctoral student, but due to severe health issues, left with a master's. She was a recipient of a Diversity Fellowship, and the National Science Foundation Diversifying the Social,

Behavioral, and Economic Sciences Grant. She is now a research analyst at the College of the Mainland in Galveston, TX.

Professional Service

- ❖ Reviewer for COGDOP, American Psychological Foundation graduate student research support proposals, 2017
- ❖ National Science Foundation, Social Psychology Grant Review Panel, 2015-2018
- ❖ Editor, social psychology section, Cogent Psychology (from Taylor & Francis, launched 2014), 2014-2016
- ❖ Guest Editor, *Behavioral Sciences*, special issue "Functional Perspectives on Emotion, Behavior, and Cognition", 2013
- ❖ Editorial Board, *Behavioral Sciences*, 2013-2017
- ❖ Consulting Editor, *Emotion*, 2012-2015
- ❖ Editorial Board, *Journal of Happiness Studies*, 2008-2015
- ❖ Ad-hoc grant reviewer for (1 national; 5 international): US-Israel Binational Science Foundation, National Science Foundation, Israeli Science Foundation, Social Sciences and Humanities Research Council of Canada, Swiss National Science Foundation, Flanders, Research Foundation (Belgium; Fonds Wetenschappelijk Onderzoek - Vlaanderen, FWO)
- ❖ Ad-hoc Reviewer for (42 journals; 5 book/text publishers):
 Applied Cognitive Psychology; Applied Economics, Behavioral Sciences; British Journal of Social Psychology; Cognition and Emotion; Elsevier Publishers; Emotion; Emotion Review; European Journal of Social Psychology; Experimental Brain Research; Journal of Applied Research in Memory and Cognition, Journal of Applied Social Psychology, Journal of Attention Disorders; Journal of Behavioral Decision Making; Journal of Experimental Child Psychology; Journal of Experimental Psychology: General; Journal of Experimental Social Psychology; Journal of Happiness Studies; Journal of Individual Differences; Journal of Nonverbal Behavior; Journal of Personality; Journal of Personality Assessment; Journal of Personality and Social Psychology; Journal of Positive Psychology; Journal of Research in Personality; Mc-Graw Hill; Memory; Motivation and Emotion; Motivation Science; Perceptual and Motor Skills; Personality and Individual Differences; Personality and Social Psychology Bulletin; Personality and Social Psychology Review; Perspectives on Psychological Science; PLOS-One; Psychological Bulletin; Psychological Reports; Psychoneuroendocrinology; Review of General Psychology, Routledge Publishers; Self and Identity; Sex Roles; Social and Personality Psychology Compass; Social Psychological and Personality Science; Social Cognition; South African Journal of Science; Transactions on Affective Computing; Wiley Publishers; Worth Publishers

Departmental and University Service

Administrative leadership

- ❖ Search Committee for Neuroscience and Experimental Therapeutics (NEXT) Department Head, College of Medicine, TAMU, 2019-2020
- ❖ Provost's Department Head Steering Committee, Texas A&M University, 2018-2020
- ❖ Academic Program Reviewer, Texas A&M University, Prairie View, 2018

- ❖ Texas Higher Education Coordinating Board, member of Psychology Field of Study Task Force, charged with identifying core coursework for psychology undergraduate degrees, 2018

Department head, 2016-present

- ❖ Oversaw daily operations of department, including educational, research, fiscal, and employee processes
- ❖ **Research and infrastructure development:** Impact of faculty publications has almost doubled in citations per faculty member, the percentage of faculty who have won prestigious awards (compared nationally) has increased by almost 1.5 times, total expenditures from external funds increased by 35% (with indirect expenditures doubling). This was accomplished through recruitment of excellent research and instructional faculty, support of continuing faculty interests and development, and alignment of strategic planning and donor development with the department's strengths and direction.
 - Hired 10 tenured/tenure-track faculty to support impactful research within the department. These faculty were largely hired in alignment with cross-area research initiative proposed by groups of department faculty as areas of emerging strength in the department and nationally. To support these hires, I worked to create and renovate research labs, partner with a campus imaging facility, partner with super-computing resources, and recruit consultants as needed (programming & sequence development). We recently received university support for a research-dedicated 3T scanner.
 - Hired 5 instructional faculty. This supported the educational programs within the department by expanding our course offerings and recruiting faculty with interests in developing innovative pedagogy and programs. These recruitments also introduced flexibility to reduce teaching working loads for faculty who reached significant thresholds of research productivity.
 - Advocated for and completed multiple renovations, including a behavioral neuroscience facility and vivarium (small animal; 12,000 sf, \$10M to include building waterproofing), a cognitive and developmental neuroscience lab (13,000 sf, \$3.5M), and lab building that supports our clinical psychology program and industrial/organizational program, as well as undergraduate and master's advising (9,000 sf, \$3M). These resources provide access to cutting edge laboratory techniques for researchers using animal models and human models.
 - Restructured business, administrative, and front office services to increase efficiency and support research and educational mission. Hired three new staff positions (grants, front office support, advising) as part of this restructure. New and continuing staff also were engaged to identify professional development opportunities that prepared them for promotion, and rewarded through award nominations and merit bonuses for excellent work in their respective areas.
 - Developed policies and budget investments that aligned with research and educational mission of the department, including a mentoring policy for faculty, an awards system to promote award nominations of self and colleagues, support for shared resources and equipment, opportunities for instruction feedback, and graduate admissions that support labs successful in working with students.
 - Worked with development officers on an initiative focused on brain sciences (i.e., cognitive & behavioral neuroscience) that was one of four research agendas selected for the campus-wide capital campaign (raising over \$3B across 7 years total), and fostered donor relationships to support graduate training (\$250K).
- ❖ **Education program development:** Majors have increased 45%, student enrollment credit hours increased by over 20%, doctoral student stipend support has increased by 1.5 times, and their productivity has increased with a five-fold increase in number of publications per

student per year. In addition to recruiting excellent instructional faculty as noted above, this was accomplished through strategic planning and scheduling to maximize the investment of faculty time and classroom space, curriculum development at the graduate and undergraduate levels, and increased communication with students.

- Created interdisciplinary neuroscience BS degree program, with concentrations housed in psychology, biology, and veterinary medicine. The first class enters Fall 2020. This is the first program of its type at Texas A&M University and will support students interested in pursuing graduate degrees, training programs relevant to medical fields, and technician employment. This degree enhanced existing strengths within the department in cognitive and behavioral neuroscience and was an area where growth was desired by the faculty.
- Completed a department-wide curricular review of our undergraduate psychology majors, in collaboration with a stakeholder committee and the Center for Teaching Excellence. This resulted in an updating of the curriculum to match current student and employer needs, as well as several innovations. These include a Teaching Scholars Program that trains and mentors undergraduate students to offer support to large enrollment courses and to develop skills related to pedagogy, skill-based certificates within our major, and a course to support freshmen in thinking about their program of study and career options.
- Developed a self-sufficient master's program in Industrial/Organizational Psychology to meet workplace demand and as a mechanism of support for doctoral program students in the department. The program is attracting high numbers and quality of applicants (first cohort was admitted in Fall 2018) and students are placing with employers after graduation.
- Worked with students and faculty to establish additional support for doctoral students, including department-wide recruitment efforts that highlight excellence and diversity, increased stipend funding and travel/development support, a teaching system that provides them with mentorship as they learn to instruct, programs that foster extramural funding applications (moving from zero awards to 3 NRSA and 1 NSF award), and a graduate student group that advocates with leadership across the university for student needs.

❖ **Inclusive Climate:** Department demographic diversity has increased from 37% T/TT women to 49% T/TT women, and 22% URM T/TT to 30% URM T/TT, to 49% women among doctoral students and 48% URM among doctoral students, and the undergraduate major population now better approximates the state with about 30% Latinx students. This was accomplished through alignment of recruitment and initiatives with support for excellence and recognition of diversity, active recruitment strategies, and empowering committee work to improve climate.

- Developed a mentoring system for tenure-track and early instructional faculty, which includes a mentoring committee and department workshops, and a mentoring network for associate professors.
- Held regular advisory council meetings (representatives from each area and climate committee) and department meetings, faculty discuss and vote on issues that affect department policy and procedure. Policies and guidelines are written, formal, available, and used in decision making.
- Expanded the department diversity and inclusion committee to include a faculty/staff committee and a student committee. Supported and funded committee initiatives to support climate within the department, including space allocation, seed funds, and events.

- Instituted efforts to increase connections with undergraduate majors, including a first-year seminar series and a blog written by current undergraduate majors to provide information and connect with current and former psychology students

Associate Head, 2014-2015

- Changed course scheduling that increased efficiency of room and instructor use by 13% by better predicting student demand
- Campus reports & accreditation activities
- General department management, focused on enhancing faculty productivity and department visibility

Member of College of Liberal Arts Teaching Award Committee, 2015-2016

Coordinated voluntary external review of social psychology area program, 2014; to date this has resulted in the development of a graduate curriculum document and changes to our informal mentoring of graduate students and junior faculty in the area

Planning and Resource Committee, College of Liberal Arts, 2013-2016

University Disciplinary Appeals Panel member, 2013-2016

Member of search committee for senior personality search, 2013-2014

Committee for development of Intro to Psychology (Psyc107) lab series, 2012

Reviewer for Texas A&M-CONACYT Collaborative Research Grant Program, 2010

University Scholar Selection Committee, 2010

Member of search committee for Cognitive Psychology faculty, TAMU, 2009-2010

Member-at-large for TAMU Whole Systems Genome Institute, 2009-2013

Contributed to college and university white papers, Mental Health and Well-Being (incorporated in other target areas) and Whole System Genomics for Improved Human, Animal, and Environmental Well-being (identified as a finalist target area), 2008-2009

Organizer for the social area colloquium series, Spring 2009

Member of search committee for Social Psychology faculty, 2008-2009

Judge of symposia presentations for Student Research Week, 2008

Member of search committee for Quantitative Psychology faculty, 2007-2008