

Heather C. Lench

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Professional Positions

2016 - present Department Head, Department of Psychology, Texas A&M University (TAMU)
 2014 - 2015 Associate Head, Department of Psychology, TAMU
 2013 - present 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
 Dissertation: The relation of approach and avoidance goals to persistence, affective judgments and health
 Advisor: Linda J. Levine

M.A. California State University, Fresno (CSUF), 2001
 Experimental Psychology, Marriage and Family Therapy
 Thesis: The effects of mood on unrealistic optimism
 Advisor: Paul C. Price

B.A. Florida State University (FSU), 1999
 Psychology Major, English Minor
 Honors Thesis: Attitude strength as a determinant of attitude-behavior consistency
 Advisor: Colleen Kelley

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 are also investigating 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

- ❖ *Scholar, Happiness, Virtue, and Meaning of Life project* 2015-2017: a working group focused on interdisciplinary work 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 has 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.
- ❖ *Travel Award, International Society for Research on Emotions*, 2006: funding awarded to support graduate student travel to the international conference based on scholarly record and the quality of the research to be presented at the conference.
- ❖ *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
- ❖ *Travel Award*, Society for Personality and Social Psychology, 2004: funding awarded to support graduate student travel to the international conference based on scholarly record and the quality of the research to be presented at the conference.
- ❖ *Training Fellowship*, 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)

Agency: National Science Foundation (awarded)

Grant title: Principal-agent models of decision delegation during systems design:
Integrating modeling and behavioral approaches
Total Amount: \$398,967
Dates: 8/1/16 to 7/31/19
Role: co-PI
Purpose: research

Agency: Texas A&M Research Development Fund (awarded)

Grant 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

Agency: National Science Foundation (awarded)

Grant title: Understanding and improving predictions about future feelings
Amount: \$310,294
Award: 1451297
Dates: 3/1/2015-2/28/2018
Role: PI
Purpose: research

Agency: National Science Foundation (awarded)

Grant title: Genomics & Society - Exploring ethics, impacts and consequences of technological advances
Amount: \$291,046
Award: 1237881
Dates: 9/15/2012-8/31/2014
Role: Collaborator
Purpose: teaching

Curriculum development grant to support redesign of the introductory statistics course, 2009,
Texas A&M University, College of Liberal Arts, \$2400

Research Collaboration Seed Grant, TAMU, Department of Psychology, 2007, "Social Cognitive Processes and Individual Differences in Legal Decision-Making" with John Edens, \$2000

Publications (57 total**)

**Includes 46 articles in peer-reviewed journals, 7 chapters, 3 books (1 text, 1 revision of the text, 1 dissertation publication), 1 encyclopedia entry

(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. Levine, L. J., Lench, H. C., Karnaze, M., & Carlson, S. (in press). Bias in predicted and remembered emotion. *Current Opinion in Behavioral Sciences*.
2. Lench, H. C., ^PBench, S. W., & ^GPerez, K. A. (in press). Building a house of sentiment on sand: Epistemological issues with contempt. *Behavioral and Brain Sciences*. (5-yr IF: 23.84)
3. ^GPerez, K., & Lench, H. C. (2017). Self-transcendent positive emotions: Wonder & awe. In Monika Wrobel (Ed.), *Encyclopedia of Personality and Individual Differences*.
4. ^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)
5. 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.
6. ^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)
7. 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.
8. ^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
9. ^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)
10. 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)

11. [©]Tibbett, 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.
12. [©]Bench, S. W., Lench, H. C., Liew, J., Miner, K., & [©]Flores, 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;
13. Lench, H. C., Domsy, D., Smallman, R., & [©]Darbor, 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
14. [©]Bench, S. W., [©]Yaughner, 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)
15. [©]Bench, S. W.*, Lench, H. C.*, [©]Darbor, 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)
16. Lench, H. C., & [©]Bench, S. W. (2015). Strength of affective reaction as a signal to think carefully. *Cognition and Emotion*, 29, 220-235. (5-yr IF: 3.425)
17. Liew, J., Lench, H. C., [©]Kao, 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)
18. Lench, H. C., Smallman, R., [©]Darbor, K. E., & [©]Bench, S. W. (2014). Motivated perception of probabilistic information. *Cognition*, 133, 429-442. (5-yr IF: 4.623)
19. Lench, H. C., & [©]Bench, 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)
20. Lench, H. C., & [©]Darbor, K. E. (2014). Negative affective reactions reduce perceived likelihood of risk. *Motivation and Emotion*, 38, 569-577. (5-yr IF: 1.954)
21. Lench, H. C., Taylor, A. B., & [©]Bench, 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)
22. Levine, L. J., Lench, H. C., [©]Kaplan, 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)
23. Lench, H. C., [©]Darbor, K. E., & [©]Berg, L. A. (2013). Functional perspectives on emotion, behavior, and cognition. *Behavioral Sciences*, 3, 1-5.

24. [©]Bench, 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
25. Lench, H. C., [©]Bench, S. W., & [©]Flores, 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)
26. [©]Darbor, 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.
27. [©]Darbor, K. E., & Lench, H. C. (2013). Anger and aggression. In M. Shally-Jensen (Ed.), *Mental Health Care Issues in America*. ABC-CLIO (Praeger).
28. 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)
29. Lench, H. C., Schlegel, R., & Berry, C. (2013). *Guide for Elementary Statistics for Psychology, 2nd edition*. Iowa: Kendall-Hunt Publishers
30. 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
31. 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.
32. 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)
33. 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 elicitations. *Psychological Bulletin*, 137, 834-855. (5-yr IF: 22.155)
34. 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)
35. 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.
36. 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)
37. Lench, H. C., Schlegel, R., & Berry, C. (2010). *Guide for Elementary Statistics for Psychology*. Iowa: Kendall-Hunt Publishers.

38. 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
39. ^GDavis, 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
40. Lench, H. C., & Levine, L. J. (2010). Motivational biases in memory for emotion. *Cognition and Emotion, 24*, 401-418. (5-yr IF: 3.425)
41. 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
42. Lench, H. C., ^GBench, S. W., ^GFlores, 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.
43. 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
44. 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.
45. 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
46. 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)
47. 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)
48. 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)
49. 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)

50. Lench, H. C., Quas, J. A., & Edelman, 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)
51. 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.
52. 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.
53. 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)
54. 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)
55. 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
56. Haynes, S. N., & Lench, H. C. (2003). Incremental validity of new clinical assessment measures. *Psychological Assessment, 15*, 456-466. (5-yr IF: 3.90)
57. 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)

Manuscripts under Review, Revision, or Invited

- ^GLange, K., Fields, S., Lench, H. C., & ^GLazerus, T. (under review). Prompts to regulate emotions improve the impact of health messages on eating intentions and behavior.
- Lench, H. C., Levine, L. J., Perez, K., Haggemiller, Z. K., Carlson, S. J., & Tibbett, T. (under review). The U.S. Presidential election of 2016 impacted subjective well-being.
- Lench, H. C., Levine, L. J., Perez, K., Haggemiller, Z. K., & Carlson, S. J. (under review). When and why people misestimate future feelings.

Professional Presentations

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

- ^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). When and why people are optimistic. Texas A&M University, Agricultural Economics.
- 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 prediction. Presented at the meeting for Social Psychologists in Texas, Lubbock, TX.
- 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., (2006). Driving in the dark: The process of everyday decision making. University of California, Irvine, Department of Psychology and Social Behavior.
- 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.
- Pentecost (Lench), H.C., Beck, B.E., & Smith, A.R. (2002). Anger management: Diagnostic differences and treatment implications. Presented at the Western Psychological Association, Irvine, CA.
- Pentecost (Lench), H.C., Edmondson, C.B., Altamiro, M. (2001). Anger and interpersonal relationships: A diagnostic approach. Presented at the Association for Advancement of Behavior Therapy, Philadelphia, PA.
- Edmondson, C.B., Pentecost (Lench), H.C., & Gechter, G. (2001). Understanding problem anger in undergraduate psychology students and counseling clients. Presented at the American Psychological Association, San Francisco, CA.
- Pentecost (Lench), H.C., & Price, P.C. (2001). Group size effects on personal risk judgments. Presented at the Western Psychological Association, Maui, HI.
- Pentecost (Lench), H.C., Edmondson, C.B., & Gechter, G. (2001). Gender differences in the use of emotion and coping strategies. Presented at the Western Psychological Association, Maui, HI.
- Pentecost (Lench), H.C., & Price, P.C. (2000) A think-aloud study of unrealistic optimism for health risks. Presented at the Western Psychological Association, Portland, OR.
- Price, P.C., & Pentecost (Lench), H.C. (2000). Unrealistic optimism for negative life events and perceived event frequency. Presented at the Western Psychological Association, Portland, OR.
- White, L., Youngclarke, D., & Pentecost (Lench), H.C. (2000) Intentionally broken homes: Reactive attachment disorder among wards of the court. Presented at the meeting for Western Psychological Association, Portland, OR.

Youngclarke, D., White, L., Pentecost (Lench), H.C., & Pepper, D. (2000). Decision making for placement and treatment options. Presented at the meeting for Western Psychological Association, Portland, OR.

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 research is invaluable to the development of critical thinking skills and insight into the human mind. I am prepared to teach undergraduate courses in statistics, introduction to psychology, social psychology, and emotion.

Undergraduate Teaching

- ❖ *Elementary Statistics for Psychology (PSYC203)*: Psychology has developed scientific methods to explore questions about humanity and this course introduced students to the statistics used to interpret and evaluate research findings. The goal is to provide students with a foundation to continue your 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 in accordance with APA formatting policies.
 - Fall, 2015:
 - 115 students enrolled
 - Instructor rating of 4.78/5.00
 - Overall rating of 4.72/5.00
 - Summer, 2015:
 - 19 students enrolled
 - Instructor rating of 4.82/5.00
 - Overall rating of 4.58/5.00
 - Spring, 2014:
 - 105 students enrolled
 - Instructor rating of 4.75/5.00 (department average of 4.45)
 - Overall rating of 4.55/5.00 (department average of 4.37)
 - Fall, 2013:
 - 104 students enrolled
 - Instructor rating of 4.71/5.00 (department average of 4.45)
 - Overall rating of 4.58/5.00 (department average of 4.37)
 - Spring, 2013:
 - 84 students enrolled
 - Instructor rating of 4.72/5.00 (department average of 4.45)
 - Overall rating of 4.55/5.00 (department average of 4.37)
 - Spring, 2012:
 - 106 students enrolled
 - Instructor rating of 4.68/5.00 (department average of 4.45)
 - Overall rating of 4.58/5.00 (department average of 4.37)
 - Fall, 2010:
 - 104 students enrolled
 - Instructor rating of 4.76/5.00 (department average of 4.51)

- Overall rating of 4.67/5.00 (department average of 4.46)
 - Spring, 2010:
 - 102 students enrolled
 - Instructor rating of 4.09/5.00 (department average of 4.28)
 - Overall rating of 3.94/5.00 (department average of 4.17)

- ❖ *Harnessing Emotion and Reason to Achieve Goals (LBAR 181)*: 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 (PSYC107)*: 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.
 - Fall, 2011, honors course:
 - 24 students enrolled
 - Instructor rating of 4.74/5.00 (department average of 4.59)
 - Overall rating of 4.63/5.00 (department average of 4.56)
 - Fall, 2010:
 - 199 students enrolled
 - Instructor rating of 4.67/5.00 (department average of 4.71)
 - Overall rating of 4.59/5.00 (department average of 4.64)
 - Spring, 2008: taught as an honors course
 - 20 students enrolled
 - Instructor rating of 4.89/5.00 (department average of 4.57)
 - Overall rating of 4.85/5.00 (department average of 4.60)
 - University of California, Irvine
 - Overall rating of 8.22/9.00

- ❖ *Social Psychology (PSYC315)*: People are social animals - we are surrounded by others from the day we are born. In this course, we focus on how people are influenced by their social surroundings. This class has both a theoretical and applied focus. Students learn the theoretical tenets of social psychology as well as how these theories relate to daily life (and can be used). This course covered attitude formation, conformity and obedience to authority, altruism, aggression and violence, and relationships.
 - Summer, 2008
 - 100 students enrolled
 - University of California, Irvine
 - Overall rating of 6.1/7.0

- ❖ *Cognition and Emotion*, UCI: Cognition and emotion interact in multiple complex ways that predict our judgments, behaviors, memories, and health. In this course, we focused on the interactions between thinking and feeling across multiple areas of psychology. Through lectures, readings, films, and class activities, students learned the theoretical tenets of research on cognition and emotion and how these theories relate to daily life. At the end of the course, students should be able to think critically about emotions and their relation to cognition.

Undergraduate Teaching Development

- ❖ *W Course Primer*, University Writing Center, 2014: 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, 2012: 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, 2011: 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, 2010: workshop focused on understanding student plagiarism and practical steps to ameliorate the issue in classes requiring writing
- ❖ *Classroom Assessment Techniques*, Center for Teaching Excellence, 2008: 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, 2007: workshop on strengthening instructional practice and documenting excellence in teaching
- ❖ *Teaching and teaching assistant development course*, UCI, 2001: course on basic instructional techniques and practical classroom management issues
- ❖ *Head Teaching Assistant*, CSUF, 2000-2001: selected to develop materials for a group of teaching assistants for introduction to psychology laboratories, train graduate student instructors in weekly materials and instructional techniques, and conduct classroom observations of instructions and provide feedback based on observations
- ❖ *Teaching development course*, CSUF, 1999-2001: course focused on providing graduate student instructors with materials for introduction to psychology laboratories, including activities, and involved practice in public speaking and presentation

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 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.

- ❖ 79 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. Fall 2007-Spring 2017
- ❖ 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 is now a PhD in social psychology at Northwestern University.
- ❖ 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, I prompt students to transition 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* (PSYC622): 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.
 - Fall, 2014, 10 students enrolled
 - Instructor rating of 5.00 / 5.00
 - Overall rating of 4.99 / 5.00
- ❖ *Judgment and Decision-Making* (PSYC621): 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.
 - Fall, 2011, 10 students enrolled
 - Instructor rating 5.00/5.00
 - Overall rating 4.88/5.00
 - Fall, 2008, 8 students enrolled
 - Instructor rating of 4.67/5.00
 - Overall rating of 4.74/5.00

Graduate Mentoring

- ❖ Mentor for Wan Yidou, started Fall 2016, a social doctoral student.
- ❖ 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.
- ❖ Mentor for Thomas Tibbett, a social doctoral student. Tom transferred into my lab from Dr. Carter-Sowell's 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 has begun a position with SAP effective Fall 2017.
- ❖ Mentor for Logan Berg, a social master's student. Logan transferred into my lab from Dr. Smallman's 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.

Dissertation and Thesis Committees

- ❖ Chair for Thomas Tibbett, social PhD program, doctoral dissertation, successfully defended Spring, 2017
- ❖ Chair for Kathryn Benson, clinical MS program, masters thesis, successfully defended Spring, 2017
- ❖ Member for Brittney Becker, social PhD program, doctoral dissertation, successfully defended Spring, 2017
- ❖ Chair for Jennifer Alexander, clinical MS program, masters thesis, successfully defended Summer, 2016

- ❖ Member for Shruti Koley, Marketing PhD program, doctoral dissertation, expected 2017
- ❖ Member for Amanda Lomax, Educational Psychology, doctoral student, expected 2016
- ❖ Member for Elif Turan, Educational Psychology, doctoral student, successfully defended Spring, 2016
- ❖ Member for Shaan Shahabuddin, Leadership, doctoral dissertation, expected 2016
- ❖ Member for Zachary Henkel, Computer Engineering, doctoral dissertation, expected 2016
- ❖ Member for Nicholas Kelly, Psychology Department doctoral dissertation, successfully defended Summer, 2015
- ❖ Chair for Kathleen Darbor, Psychology Department, doctoral dissertation, successfully defended Spring, 2015
- ❖ Chair for Logan Berg, Psychology Department, master's thesis, successfully defended Spring, 2015
- ❖ Chair for Shane Bench, Psychology Department, doctoral dissertation, successfully defended, Spring, 2014
- ❖ Member for Peggy Chang, Educational Psychology, doctoral dissertation, successfully defended, Spring, 2013
- ❖ Chair for Shane Bench, Psychology Department, master's thesis, successfully defended, Spring, 2011
- ❖ Chair for Sarah Flores, Psychology Department, master's thesis, successfully defended, Spring, 2010
- ❖ Member for Archibald McLeish Martin, Psychology Department, doctoral dissertation, successfully defended, Spring, 2009

Professional Service

- ❖ 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-present
- ❖ Consulting Editor, *Emotion*, 2012-2015
- ❖ Editorial Board, *Journal of Happiness Studies*, 2008-present
- ❖ Ad-hoc grant reviewer for (1 national; 4 international):
 - 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; 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

Department head, 2016-present

- ❖ Oversaw daily operations of department: supervised instructional, research, fiscal, and supervisory functions within the department
- ❖ Faculty and research development
 - Hired 9 faculty, including 7 tenured/tenure-track faculty, and 2 instructional faculty, including faculty hired in an initiative to bring human neuroimaging to campus. Renovated animal and human research labs as part of hiring. Developed a partnership with a campus imaging facility, a super-computing resource, and an internationally prominent computer scientist/engineer to support human imaging. These hires account for a large proportion of the publications and high impact publications (i.e., impact factors over 5) in the last three year period.
 - Completed renovation for second psychology building and relocated multiple functions to the building (community clinic, undergraduate advising office, research labs, graduate offices).
 - Restructured business, administrative, and front office services to increase efficiency and support research mission. Hired four replacement staff and one new staff position (focused on grants) as part of this restructure.
 - Developed and supported awards system for department, resulting in numerous prestigious awards in the department and a 40% increase in awards per faculty member over the previous period.
 - Supported activities and funds related to research impact and productivity, including an open access publishing fund, shared resources and equipment
 - Worked with faculty and college development office on development priorities for the next several years. Initiative was included in campus-wide capital campaign. Began a department newsletter that is sent to alumni.
- ❖ Undergraduate education

- Increased number of majors by raising enrollment cap, redistributing duties to cover bottleneck courses, and innovative outreach to applicants
 - Supported development of certificated within our major that are skill based, offering students greater guidance in their degree and a clearly defined skill set that is relevant to employers
 - Supported development of new courses by newly hired human neuroimaging faculty
 - Worked with faculty on application to the American Psychological Association to support undergraduate summer experiences with research in 2016, with a particular focus on students who typically would not have opportunities for research.
 - Supported increased focus on internship and study abroad experiences for students.
- ❖ Graduate education
- Established system to train graduate students in teaching introductory psychology for undergraduates, including a faculty mentor who offers an initial general teaching course and subsequent mentoring as graduate students teach a smaller section of students
 - Developed and supported programs for students as they apply for extramural fellowships and funding. This included a program to bring in diversity fellows one month before graduate studies to work on an NSF application with their advisor; to date, we have funded 4 students and 1 student has received an NSF predoctoral fellowship.
 - Supported restructure of recruitment for graduate students, including prioritized funding to support recruitment of diverse candidates and a department wide recruitment event.
 - Developed position for Associate Head of Programs to focus on graduate student development, recruitment, and support.
 - Worked with graduate students to develop a graduate student group for psychology, which has been active in department leadership, communication with department administration, outreach to other groups, recruitment of applicants to the graduate program, and social events for graduate students.
- ❖ Inclusive Climate
- Developed a mentoring system for tenure-track faculty, which includes a mentoring committee and department workshops
 - Hold regular advisory council and department meetings, faculty vote on issues that affect department policy and procedure
 - Supported development and distribution of a survey of department climate to inform the interpretation of university level climate reports.
 - Worked with diversity and inclusion committee to appoint a chair of the committee and a chair of the graduate committee, which received funding to create a podcast related to diversity issues.
 - 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

- ❖ Instructional Activities of Department: supported the instructional activities of the department and developed systems to further the instructional mission
- Notable activities include:
 - Addition of undergraduate and graduate courses to promote a curriculum that prepares students for future professions, including courses focused on new interdisciplinary areas of neuroscience, affective science, and personality
 - Changes to course scheduling that increased efficiency of room and instructor use by 13% by better predicting student demand
- ❖ Campus Reports / Accreditation: worked with department, college, and university

administration to develop and complete required reports

- Notable activities include:
 - Developed, implemented, and tracked learning outcomes for the psychology BA/BS undergraduate program that represented department vision for undergraduate education (all "green").
 - Changes to department and reporting resulted in the Department being top ranked in the college, as well as the allocation of additional tenure track lines, academic professional instructional lines, and staff lines.

❖ General Department Management: focused on enhancing faculty productivity and department visibility

- Notable activities include:
 - Led effort to increase prestigious faculty awards, including an incentive system for nominations and a system for recruiting necessary materials. In the relevant year, the department moved from 164/248 in awards in Academic Analytics to 58/254, with faculty nominating themselves or others for over 20 awards (approximate success rate of 50%)
 - Involved in the development of interdisciplinary areas for targeted faculty searches, including an affective science search, resulting in 4 hires across 2 years
 - Led department strategic planning process, resulting in 5-year plan that includes a vision for the department, specific goals in major areas of priority interest and metrics to evaluate progress

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

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

Contributor to teaching assistant training program for graduate students by covering Psyc203, Department of Psychology, 2013, 2014

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