

Curriculum Vitae

Ronald F. Rogers

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University Education

1993-95	Rutgers, The State University of New Jersey , Ph.D., Behavioral Neuroscience
1990-93	Rutgers, The State University of New Jersey , M.S., Behavioral Neuroscience
1986-89	University of California, Santa Cruz , B.A., Experimental Psychology

Faculty Appointments

2008-	Professor of Psychology , San José State University, CA
2002-2008	Associate Professor, Psychology , San José State University, CA
1999-2002	Assistant Professor, Psychology , San José State University, CA
1997-99	NIMH Postdoctoral Fellow , Indiana University, Bloomington, IN
1995-97	Research Associate , Indiana University, Bloomington, IN

Administrative Experience

July 2023- August 2025	WSCUC Accreditation Liaison Officers (ALO) Served, along with the President and CEO, as the institution's primary point of contact to the WASC Senior College and University Commission (WSCUC) and helped ensure a strong relationship between the Commission and institution in support of the institution's accreditation.
April 2023- August 2025	Vice Provost for Academic Innovation and Institutional Effectiveness With an annual operating budget of \$10.5M and annual revenues of \$60.3M, <i>Academic Innovation and Institutional Effectiveness</i> (AIIE), was responsible for creating new and innovative academic programs and initiatives in Professional and Continuing Education, including SJSU Online. AIIE also led campus efforts to develop a comprehensive system for academic assessment and planning that supported accreditation requirements and promoted excellence in undergraduate and graduate education. Additionally, the office managed Global Engagement initiatives, which included International Student & Scholar Services, Study Abroad & Away, International Recruitment & Partnerships, and International Gateway programs.

Selected Accomplishments

Expansion of Access through Online and Professional Programs

- *SJSU Online Program Growth*: Led expansion of SJSU Online from 2 to 11 programs, including Anthropology, Economics, Business, Public Health, Public Relations, Health Care Leadership, Communication Studies, Interdisciplinary Studies, Science, Technology, and Society, and Psychology (fall 2026).

- *Interdisciplinary Core Curriculum Development:* Led the redesign of the Interdisciplinary Studies program through cross-college collaboration, establishing a shared core curriculum to support future interdisciplinary concentrations.
- *Agency Model Expansion:* Advanced an embedded staffing approach for PaCE initiatives across multiple university units to reduce duplication, enhance institutional alignment, and ensure broad campus ownership of program success.

Institutional Effectiveness and Accreditation Leadership

- *Academic Planning Reform:* In collaboration with the Academic Planning Committee, oversaw a major revision of the 2017 Program Planning Guidelines, shifting the process from compliance-based data reporting to reflective, data-informed continuous improvement.
- *Assessment Culture Transformation:* Supported the creation of new Academic Program Assessment Guidelines and promoted a multi-year, department-level cycle of assessment, moving the campus away from compliance and toward outcomes-oriented improvement.
- *Nuventive Platform Redesign:* Guided the evolution of Nuventive from a reporting tool to an integrated planning and improvement platform that connects assessment, planning, and outcomes to strategic decision-making.
- *Strategic Enrollment Management:* Contributed to institutional leadership through service as co-chair of the Strategic Enrollment Management Leadership Council and member of the Accreditation Review Committee.
- *WSCUC Accreditation (Special Visit 2025):* Co-led successful execution of the Special Visit, including institutional report development and team visit coordination. Recognized for collaborative leadership alongside the Accreditation Review Committee Chair and Institutional Effectiveness Analyst.

Innovation in Campus Services

- *Integration of AIIE Units:* Merged the PaCE and Global Engagement units into a unified AIIE division, realigning key units to enhance institutional effectiveness.
- *Testing Office Revitalization:* Supported the transformation of the Testing Office under new leadership, resulting in process streamlining, fee restructuring, and expanded proctoring services. Successfully transitioned PPA and TEAS exams to online delivery to improve accessibility.
- *Passport Acceptance Facility Launch:* Led the development of an on-campus passport office to reduce barriers to student mobility. Secured staffing, student employment infrastructure, and State Department approval for spring 2026 launch.

Strategic Global Engagement

- *Campus Internationalization Planning:* Convened and co-chaired a cross-functional working group with six subcommittees to develop a strategic vision for global engagement. The effort resulted in a comprehensive set of recommendations to position SJSU as a leader in equitable global learning.

August 2022-
April 2023

Interim Vice Provost for Academic Innovation and Institutional Effectiveness

May 2021-
August 2022

Interim Vice Provost for Academic Innovation and Online Initiatives

The office of *Academic Innovation and Online Initiatives* (AIOI) was established to expand higher education access and degree attainment through new and innovative partnerships and programs with special emphasis on the full-time working adult learner, including students who left SJSU and have been unable to finish their degree. [SJSU Online](#) is an example of just such an initiative. The special session degree completion programs offered through SJSU Online meet these potential graduates where they are, providing 100% online pathways for degree achievement that focus on learners who require maximal flexibility due to work, family, and/or health.

Selected Accomplishments

Development and Launch of SJSU Online

- *Strategic Program Design for Adult Learners:* Led the establishment of SJSU Online, a flexible, fully online degree completion initiative designed to expand access for working adults and former SJSU students who had not completed their degrees. Programs offer 100% online pathways tailored to place-bound learners balancing work, family, or health-related constraints.
- *Academic Program Development:* Partnered with colleges and departments to design and launch five new degree completion programs in Anthropology, Economics, Interdisciplinary Engineering, Business Administration, and Public Health. Supported the transition of two existing programs—Educational and Community Leadership and Information Science & Data Analytics—into the SJSU Online portfolio.

Innovative Budget and Operational Frameworks

- *PaCE-Funded Budget Model:* Collaborated with the Provost, the College of Professional and Global Education (CPGE), and Academic Business & Strategic Operations to create and implement a novel self-support funding model ensuring the long-term financial sustainability and scalability of SJSU Online.
- *Amazon Career Choice Partnership:* Spearheaded SJSU's participation in the Amazon Career Choice program, enabling Amazon employees to pursue SJSU degrees with full tuition support, expanding institutional visibility and workforce alignment.

Cross-Divisional Infrastructure and Service Alignment

- *Agency Model for Student Services:* Developed partnerships with units across Academic Affairs, Student Affairs, and Finance to build capacity and streamline admissions, articulation, and financial aid processes for SJSU Online students. This embedded "agency model" reduced service duplication, leveraged existing campus expertise, and deepened institutional investment in online learners.
- *Creation of Enrollment Team:* Recruited and launched an Online Recruitment and Admissions team, including a Senior Director of Online Recruitment and a concierge-style admissions support staff (coordinator, counselors, and CRM specialist), ensuring a high-touch experience from inquiry to enrollment.

Marketing and Recruitment Infrastructure

- *Integrated Marketing Team:* Partnered with University Marketing and Communications to create an embedded SJSU Online marketing team (Senior Director, Content Manager, CRM Lead, and UI/UX Designer), modernizing the digital recruitment strategy and integrating CRM tools for prospective student engagement.

Student Success and Support Innovation

- *Online Student Success Center:* Established the SJSU Online Student Success Center and hired a Managing Director to lead a team of remote advisors delivering proactive, holistic support for adult learners, including outreach, advising, and resource navigation.

Online Course Quality and Faculty Engagement

- *Collaborative Course Design Model:* Partnered with the Center for Faculty Development and eCampus to launch a collaborative instructional design process, pairing faculty with instructional designers to create and refresh online courses using evidence-based pedagogy tailored to adult learners. Courses are reviewed and updated on a regular cycle to maintain quality and relevance.

January 2016-
May 2021

Associate Dean, College of Social Sciences, San José State University, CA

With an annual operating budget of \$17.5M, the College of Social Sciences served roughly 4900 majors and an annualized FTES of 5000 students through the collective efforts of 120 tenured/tenure-track faculty, 190 part-time faculty, and 30 staff across eleven academic departments. Responsibilities included leading all college operations related to enrollment management, temporary faculty evaluations, curriculum, program assessment, advising, academic technology, student disputes and grievances, scholarships and awards, assessment of student success initiatives, space management and logistics, and academic senate and university policy compliance.

Selected accomplishments

- *Enrollment Planning:* Drove a greater appreciation for and reliance on data-informed enrollment planning. Served as member of the university *Strategic Enrollment Management Planning Committee* charged with developing a comprehensive (i.e., recruitment, retention, and graduation) 5-yr enrollment management plan for SJSU. Empowered chairs with data and support to identify and reduce course bottlenecks as part of Graduation Initiative 2025.
- *Student Success:* Led the reorganization and expansion of the college advising center, including hiring a new Faculty Director, a Senior Advisor (SSP IV), three Retention and Graduation Specialists (SSP III), two Academic Advisors II (SSP II), and the first Academic Advisor I (SSP I). Led college efforts to implement digital processes for student-centered operations (e.g., degree audits, course substitutions, grade change approval, major/minor changes, graduation applications, etc.). Co-creating a first-year experience college success course for majors in the social sciences.
- *Curriculum:* As a member of the *General Education Assessment Task Force*, crafted meaningful GE program-level learning outcomes, aligned with student success and university learning goals, and proposed two new models for program-level assessment.

- *Research, Scholarship, and Creative Activity (RSCA)*: In collaboration with the Dean, created the Associate Dean for Research and Faculty Success position and worked collaboratively to establish metrics and procedures for showcasing faculty research and increasing RSCA support in the form of assigned time, supplies, and travel. Served as an *ad hoc* member of the *Sponsored Programs Advisory Committee* to draft a new Facilities and Administration (F&A) distribution model that established mechanisms for sustainable and equitable F&A fund distribution while providing for a university-wide investment of funds.
- *Professional Development and Mentoring*: Worked with Dean to provide monthly mentoring for new department chairs and supported all chairs with the development of a Chair's Handbook and Academic Calendar. Worked with Dean to provide monthly mentoring to all first-year tenure-track faculty. Facilitator for the *Council of Colleges of Arts & Sciences* (CCAS) Seminar for Department Chairs.
- *Diversity and Inclusion*: Founding member of the SJSU-[Braven](#) partnership designed to provide historically underserved students – first-generation college students, Pell grant recipients, and/or students of color – the practical skills, strong internship experience, and professional networks necessary to launch careers in the modern economy. Facilitated the campus-wide conversations to formalize the SJSU Steps to College Program (UniTrack).
- *Personnel*: Served as appropriate administrator for the appointment, support, and evaluation of 190 temporary faculty ("lecturers"), including dispute resolution. Co-created Flex Time, Compensated Time Off (CTO), and Chair Review guidelines for the college.
- *Technology*: Supervised College IT staff and supported the college's transition to a centralized IT support model. Oversaw a campus-wide refresh of classroom space and technology as a member of the Academic Space Committee.
- *Capital Planning*: As part of a broad collaborative effort, provided college management for the relocation of roughly 150 faculty and staff and the reallocation of classroom space for nearly 15% of campus FTES during the renovation of a key academic building.

January 2011-
January 2016

Chair, Department of Psychology, San José State University, CA

With an annual operating budget of over \$2.7M, the Department of Psychology served more than 50 full- and part-time faculty teaching nearly 10,000 students across more than 250 course sections annually. Professional development for faculty and staff, curricular innovation, student support, and alumni outreach characterized my efforts as Chair.

Selected accomplishments

- *Promoting Faculty and Staff Success*: Co-created a post-tenure release time program to increase support for professional travel and to encourage extramural grant-writing. Expanded department professional development efforts to include staff and lecturers. Fostered opportunities for curricular innovation, including a partnership with Udacity, a local educational startup company, the Chancellor's Office Promising Course Redesign program, participation in the system-wide CourseMatch program, and the Carnegie Foundation StatWay program. Obtained funds to refresh faculty offices, classrooms, computer labs, and several small research spaces with new furniture and instructional technology.

- *Recruitment:* Strategic hiring of tenure-track faculty to achieve department curricular and research goals Clinical Psychology, Human Factors/Cyber Security, Developmental Psychology, and Neuroscience. A total of 7 tenure-track hires made during my five years as chair.
- *Student and Alumni Engagement:* Established multiple venues for alumni engagement, including a department newsletter, an online blog ([Cognitio](#)), and social media presence on Twitter (@SJSUPsychology) and Facebook.
- *Program Assessment and Development:* Fostered a culture of inquiry around assessment by establishing department leadership for assessment and encouraging collaborative instrument development and application. Supported program development and restructuring, including a new interdisciplinary Organizational Studies program and the restructuring of the M.S. in Clinical Psychology program.
- *Fundraising and Resource Development:* Stewarded development efforts that raised \$355,000 for student scholarships and colloquia, including nine new scholarships and an endowed lecture series. Managed over \$500,000 in development funds across 13 Endowments and four expendable scholarships funds. Managed over \$500,000 in indirect cost returns generated through extramural grant funding.

August 2003-
August 2009

Graduate Program Coordinator M.A. Program in Research and Experimental Psychology, San José State University, CA

- Formalized and coordinated program admissions and review process
- Led recruitment and marketing campaigns in collaboration with the Office of Graduate Studies
- Planned and conducted new student orientation sessions
- Led graduate program planning, assessment, and curriculum development
- Advised graduate students, including teaching program's General Seminar

External Honors and Fellowships

2013	Campus Technology Innovator Award, Team member selected to present on San José State's development of MOOC courses and use of flipped curriculums. <i>Campus Technology</i> , Boston, MA.
2012-13	Visiting Scholar, Center for Teaching and Learning, Stanford University
1996	James McKeen Cattell Award, <i>Outstanding Doctoral Dissertation in Psychology</i> , New York Academy of Sciences
1994	Masters Thesis of the Year, New Jersey Psychological Associates

Internal Honors and Fellowships

2015	Student Success Fellow, College of Social Sciences (Summer 2015/Winter 2016)
2013	SJSU Faculty Development-Udacity Course Award
2001, 2005, 2012	College of Social Sciences Research Award

2009	Faculty Initiatives to Support Student Success
2007, 2008	Provost's Outstanding Assessment Award
2006-07	Teacher Scholar
1999-2001, 2007	Professional Development Grant
2001	San José State University Outstanding Faculty Member, Golden Key National Honor Society
2000	Institute of Teaching and Learning Fellowship Implementation Grant

Awarded Grants, Contracts, and Consultation

2009-13	Center for Evaluation and Research, LLC Project: East San Jose Teaching American History Grant Sponsor: Department of Education Role: Grant preparation and project outcome evaluation Budget: \$1.7 million
2000-04	MBRS, Support of Continuous Research Excellence National Institute of General Medical Sciences, NIH, Bethesda, MD Role: Primary Investigator Budget: \$537,527
1999-2002	NASA-Ames Research Grant Office of Biological and Physical Research, NASA Role: Co-Director Budget: \$46,414
1997-08	National Research Service Award National Institute of Mental Health, Bethesda, MD Role: Primary Investigator Budget: \$57,500

Publications: Peer Reviewed Articles

- Woodhead, E.L., Brown, P., Snyckerski, S., Laraway, S., Bathurst, N., Feist, G., and Rogers, R.F. (2017). An Examination of the Outcomes of a Brief Innovative Partnership: SJSU and Udacity. *Innovative Higher Education*, 42(6):1-14
- Gee, K.L., Manago, A.M., and Rogers, R.F. (2011). GRE Requirements and Student Perceptions of Fictitious Clinical Psychology Graduate Programs. *Psychological Reports*, 108(2):1-4.
- Rogers, R.F., Cravalho, P.F., and Boyajian, J.G. (2010) Implementing the Class-Level Survey of Student Engagement: First Impressions and Findings. *Assessment Update*, 22 (4):5-7.
- Katz, D.B., Rogers, R.F. and Steinmetz, J.E., (2002). Novel factors contributing to the expression of latent inhibition. *Behavioral Neuroscience*, Oct 116(5):824-836.
- Rogers, R.F., Britton, G.B. and Steinmetz, J.E., (2001). Learning-related interpositus activity is conserved across species as studied in during eyeblink conditioning in the rat. *Brain Research*, 905: 171-177.

- Green, J.T., Rogers, R.F., Goodlett, C.R., and Steinmetz, J.E. (2000). Impairment in eyeblink classical conditioning in adult rats exposed to ethanol as neonates. *Alcoholism, Clinical and Experimental Research*, 24(4): 438-447.
- Rogers, R.F., Fender, A.F., and Steinmetz, J.E. (1999). The cerebellum is necessary for rabbit classical eyeblink conditioning with a non-somatosensory (photic) unconditioned stimulus. *Behavioural Brain Research*, 104(1-2):105-112.
- Rogers, R.F. and Steinmetz, J.E. (1998). Contextually-based conditional discrimination of the rabbit eyeblink response. *Neurobiology of Learning and Memory*, 69(3):307-319.
- Matzel, L.D., Talk, A., Muzzio, I, and Rogers, R.F. (1998). Ubiquitous molecular substrates for associative learning and activity-dependent neuronal facilitation. *Reviews in Neuroscience*, 3:129-168.
- Matzel, L. D., Rogers, R.F. and Talk, A. C. (1996). Bidirectional regulation of neuronal potassium currents by the G-protein activator aluminum fluoride as a function of intracellular calcium concentration. *Neuroscience* 74(4):1175-1185.
- Rogers, R.F. and Matzel, L.D. (1996). Higher-order associative processing in *Hermisenda* suggests multiple sites of neuronal modulation. *Learning & Memory*, 2(6):279-298.
- Rogers, R.F., Schiller, K.M. and Matzel, L.D. (1996). Chemosensory-based contextual conditioning in *Hermisenda crassicornis*. *Animal Learning and Behavior*. 24(1):28-37
- Rogers, R.F. and Matzel, L.D. (1995). G-protein mediated responses to localized serotonin application in an invertebrate photoreceptor. *NeuroReport*, 6:2161-2165.
- Matzel, L.D., Muzzio, I. and Rogers, R.F. (1995). Diverse current and voltage responses to baclofen in an identified molluscan photoreceptor. *Journal of Neurophysiology*, 74(2):506-518.
- Rogers, R.F., Talk, A.C., and Matzel, L.D. (1994). Trial spacing effects in *Hermisenda* suggest contributions of associative and nonassociative cellular mechanisms. *Behavioral Neuroscience*, 108:1030-1042.
- Rogers, R.F., Fass, D.M., and Matzel, L.D. (1994). Current, voltage, and pharmacological substrates of a novel GABA receptor in the visual-vestibular system of *Hermisenda*. *Brain Research*, 650:93-106.
- Matzel, L.D. and Rogers, R.F. (1993). Postsynaptic Ca^{2+} , but not cumulative depolarization, is necessary for the induction of associative plasticity in *Hermisenda*. *Journal of Neuroscience*, 13:5029-5040.
- Alkon, D.L., Anderson, M.J., Kuzirian, A.J., Rogers, R.F., Fass, D.M., Collin, C., Nelson, T.J., Kapetanovic, I.M., and Matzel, L.D. (1993). GABA-Mediated Synaptic Interaction Between the Visual and Vestibular Pathways of *Hermisenda*. *Journal of Neurochemistry*, 61:556-566.

Publications: Chapters, Books, and Edited Volumes

- Matzel, L.D., and Rogers, R.F. (1993). Models of associative memory emerging from the cellular analysis of learning in simple systems. In H. Navarro (Ed.), *Understanding Human Memory: Basic and Developmental Aspects*. New York: Columbia University Press.

Invited Lectures & Professional Workshops

- Overview of Professional, Continuing, and Online Education** (2021). Participant. *UPCEA Professional Development Program*, online.

Virtual California Forum for Diversity in Graduate Education (2020). Invited panelist Behavioral Sciences. *The California Forum for Diversity in Graduate Education*, Online

CCAS Seminars for Department Chairs (2018 & 2019). Facilitator, *Council of Colleges of Arts & Sciences (CCAS)*, San Diego, CA

Engaging for Success: An Inclusive Dialogue with Students, Faculty, and Staff (2018). Invited opening remarks. Event centered on raising awareness about accessible and inclusive teaching and learning environments. *Center for Faculty Development, San José State University*

Analytics for Academics: Producing Actionable Information about Students and Learning to Improve Effectiveness (2017). Attendee/Team Member, *Western Association of Schools and Colleges (WASC)*, Claremont, CA

Academic Affairs Leadership Discovery Group (2015-16). Participant in a yearlong program for faculty and staff interested in leadership and how to prepare for a possible leadership position in academia or a related area. *Office of the Provost, San José State University*

Going the Distance with Online Education. Invited speaker. *SJSU Academic Senate Retreat: Shaping SJSUs Future*, January 2015.

The Future of SJSU (2014) Invited speaker. Part of a series of TED-like talks about the long-term future of San José State University.

Transitioning from Faculty Member to Department Chair (2014). Invited panelist. *Office of Faculty Affairs, San José State University*

MOOCs in Higher Education (2014). Invited presenter at the *iTeach Global* summer institute. This partnership with Mercantec University, Denmark, is designed to improve instruction through international collaboration. *College of Education, San José State University*

CSU Humanities and Social Sciences Dean's Leadership Program (2013-14). Participant in a yearlong program designed by CSU Deans to proactively identify, solicit, mentor, and train subsequent generations of academic leaders in the CSU.

Using MOOCs to Flip the Way We Teach (2013). Invited panelist discussing the impact of MOOCs on Faculty and Teaching at the *Rise of the MOOCs: Foreshadowing the Coming Transformation of Higher Education? Midwestern Higher Education Compact Annual Policy Summit*, Omaha, NE.

MOOCs at SJSU: Development and Future (2013). Co-presenter discussing SJSUs experiment with edX materials and joint course construction with [Udacity](#). *Campus Technology*, Boston, MA.

MOOC 2.0: The SJSU/Udacity Partnership. Invited speaker discussing process and pedagogy associated with the development of our [statistics course](#) with Udacity. *SJSU Academic Senate Retreat: Technology and the Changing Ecology of Higher Education*, February 2012.

Chairing the Academic Department (2010). Attendee, American Council on Education (ACE), Austin, TX

Outcome-Based Program Review (2010). Attendee/Team Member, Western Association of Schools and Colleges (WASC), San Jose, CA

Retreat on Student Learning and Assessment, Level II (2009). Attendee/Team Member, Western Association of Schools and Colleges (WASC), San Jose, CA

ACE/Sloan Post-tenure Faculty Renewal Retreat (2009, 2014). Facilitator/Panelist, Center for Faculty Development, San José State University

Conference Presentations

Cruz, M.A., Schraeder, S., and Rogers, R.F. (2024) Continuous Improvement and Planning: Data, Evidence, and Effectiveness at SJSU. *WSCUC Accreditation Resource Conference (ARC)*, San Diego, CA

Cravalho, P., Woo Hahm, H., Pradham, S., and Rogers, R.F. (2020) An Assessment-Centered Approach Improves Statistics Learning and Reduces Statistics Anxiety. *Association for Psychological Science*, Chicago, IL.

Christensen, K., Laraway, S., Schuster, D. and Rogers, R.F. (2016) Effects of Online Course Pedagogies on Learning and Cognitive Workload. *Western Psychological Association*, Long Beach, CA.

Durkee, C., Cooper, R., Rogers, R.F., and Feist, G. (2014) Embodiment and Cognitive Engagement in Mathematical Acquisition. *Western Psychological Association*, Portland, OR.

Zoland, J.D. and Rogers, R.F. (2013) Attention Restoration Theory in Gaming as It Pertains to Subsequent Academic Learning. *Western Psychological Association*, Reno, NV.

Cravalho, P.F., Boyajian, J.G., and Rogers, R.F. (2011) Implementing the Class-Level Survey of Student Engagement: First Impressions and Findings, *Assessment Institute*, Indianapolis, IN.

Abbasi, I., Feist, G., and Rogers, R.F. (2011) The Influence of neuroticism on stress perception and its resultant negative affect, *Association for Psychological Science*, Washington, DC.

Cravalho, P.F., Jwo, S., and Rogers, R.F. (2011) E-Lecturing: A Tool for Successfully Migrating your Course Online, *Western Psychological Association*, Los Angeles, CA.

Casey, K., Tu, J., Howard, S., Rogers, R.F., Wood, A., and Feria, C. (2011) Effectiveness of Peer Mentoring in First-Year Program Classrooms, *Western Psychological Association*, Los Angeles, CA.

Cravalho, P.F., Rogers, R.F., Laraway, S. and Mcvey, M. (2010) Studying Statistics Using Concept Maps: Improving Academic Performance and Reducing Anxiety, *Western Psychological Association*, Cancun, Mexico.

Boyajian, J.G., Rogers, R.F., Laraway, S. and Cooper, R.G. (2010) Investigating the Mechanisms That Facilitate Learning During Teacher Preparation, *Western Psychological Association*, Cancun, Mexico.

Lasky, G., Garaycochea, J.A., and Rogers, R.F. (2009). The Emotional Response of Violent Media on College Age Students, *Western Psychological Association*, Portland, OR.

Daoud, M., Prins, A., Kuhn, E., Asuncion, A., and Rogers, R.F. (2008) Stigmatization of Male and Female Iraq War Veterans with PTSD, Depression, or Chronic Back Pain. *International Society for Traumatic Stress Studies*, Chicago, IL.

Christopher, B., Anderson, B., Stokes-Guinan, K. and Rogers, R.F. (2008). Applying a Structuralist Approach to Scientific Writing and its Impact on Reading Comprehension, *Western Psychological Association*, Irvine, CA.

Allen, E., Cara, E., Rossi Becker, J., and Rogers, R.F. (2008). Hits and Misses: What Faculty and Students Value in Classes. *Lilly Conference on College & University Teaching – West*, Pomona, CA

Soriano, T.J. and Rogers, R.F. (2007). Nucleus Accumbens Contributions to Stress-Induced Disruption of Contextual Fear, *Society for Neuroscience*, San Diego, CA.

Cara, E., Rogers, R. F., Loomba, A., Allen, E., Rossi Becker, J., Cara, E., Hughes, P., Wu, D., and Mitchell, L. (2007). Students and Faculty Perspectives: Are we engaged yet? *Center for Faculty Development Spring Forum*, San Jose State University, San Jose, CA.

Hennessee, D. and Rogers, R.F. (2007). Life Stress and Problem-Focused Coping: Levels of Readjustment that Predict Positive Affect, *Western Psychological Association*, Vancouver, BC.

- Daoud, M., Taniguchi, R. G. and Rogers, R.F. (2006). The Graduate Student On-line Communication Survey. *Western Psychological Association*, Palm Springs, CA.
- Manago, A., Gee, K., Hennessee, D. and Rogers, R.F. (2005). The Influence of GRE Requirements on Perceptions of Graduate Programs. *Western Psychological Association*, Portland, OR.
- Chen, D. and Rogers, R.F. (2005). The Role of State Dependency in Stress-Learning Interactions. *Western Psychological Association*, Portland, OR.
- Navare, M. and Rogers, R.F. (2004) Nucleus Accumbens Contributions to Stress-Learning Interactions. *Western Psychological Association*, Phoenix, AZ.
- Nelms, C., Chang P. and Rogers, R.F. (2003) White Noise as a Fearful Stimulus: A Parametric Analysis, *Western Psychological Association*, Vancouver, BC.
- Gallegos, D., Rogers, R.F. and Tranel, D., (2003) The Influence of Facial Affect on Recognition of Facial Identity, *American Psychological Association*, Toronto, ON.
- Rogers, R.F. (2002) Teaching critical and creative thinking in a research design seminar, *Western Psychological Association*, Irvine, CA.
- Maultsby, S., Robison, V. and Rogers, R.F. (2002) Substituting white noise for shock in contextual fear conditioning, *Western Psychological Association*, Irvine, CA.
- Gallegos, D., Rogers, R.F. and Tranel, D., (2002) The Influence of Facial Affect on Recognition of Facial Identity, *Western Psychological Association*, Irvine, CA.
- Ehsanian, R., Ehsanian, A., Bruck, D., Rogers R.F. and Chancellor-Freeland, C. (2002) The Effects of Stress and Aging on Ultrastructural Changes in the Hippocampus of C57BL/6J Mice. *Society for Neuroscience*, Orlando, FL.
- Rogers, R.F., Katz, D.B., Gorin, R.E. and Steinmetz, J.E. (2001) Contextual contributions to the expression of latent inhibition, *Society for Neuroscience*, San Diego, CA.
- Rogers, R.F. (2000) Designing and implementing web-based instruction: An instructor's checklist, *Society for Neuroscience*, New Orleans, LA.
- Green, J.R., Rogers, R.F., Rorick, L.M., Goodlett, C.R. and Steinmetz, J. E. (1999) Early exposure to alcohol disrupts adult cerebellar-dependent learning, *Research Society on Alcoholism*, Santa Barbara, CA.
- Rogers, R.F., Katz, D. and Steinmetz, J.E. (1999) Multiple factors contributing to the expression of latent inhibition of the rabbit eyeblink response, *American Psychological Society*, Denver, CO.
- Green, J.R., Rogers, R.F., Rorick, L.M., Goodlett, C.R. and Steinmetz, J. E. (1999) Early exposure to alcohol disrupts adult eyeblink classical conditioning in rats, *Society for Neuroscience*, Miami, FL.
- Rogers, R.F. and Steinmetz, J.E. (1998) The cerebellum is necessary for rabbit eyeblink conditioning using a photic unconditioned stimulus, *Society for Neuroscience*, Los Angeles, CA.
- Rogers, R.F., Fender, A.F., and Steinmetz, J.E. (1997) Interpositus nucleus contribution to nonsomatosensory-based eyelid conditioning. *American Psychological Society*, Washington, D.C.
- Rogers, R.F., Tracy, J., and Steinmetz, J.E. (1997) Learning-related interpositus activity is conserved across species as studied during rat eyeblink conditioning, *Society for Neuroscience*, New Orleans, LA.
- Rogers, R.F., Shock, D.M., and Steinmetz, J.E. (1996) Contextual discrimination during classical eyelid conditioning in rabbit. *Society for Neuroscience*, Washington, D.C.
- Rogers, R.F., Talk, A.C., Muzzio, I. and Matzel, L.D. (1995) Central mediation of contextual blocking in a simple system. *Eastern Psychological Association*, Boston, MA.

- Talk, A.C., Rogers, R.F., Schiller, K.M. and Matzel, L.D. (1995) Contextual conditioning in *Hermisenda crassicornis* using diffuse chemosensory cues. *Eastern Psychological Association*, Boston, MA.
- Muzzio, I.A., Talk, A.C., Rogers, R.F. and Matzel, L.D. (1995) Incremental translocation of protein kinase C underlies the acquisition curve during in vitro associative conditioning. *Society for Neuroscience*, San Diego, CA.
- Rogers, R.F., Muzzio, I.A., Talk, A.C. and Matzel, L.D. (1995) Contextual blocking is a centrally mediated phenomenon in the marine invertebrate, *Hermisenda*. *Society for Neuroscience*, San Diego, CA.
- Matzel, L.D. and Rogers, R.F. (1994) Convergence of intracellular messengers serves as a ubiquitous substrate for the induction of associative memories. *International Behavioral Neuroscience Society*, Clearwater, FL.
- Muzzio, I.A., Matzel, L.D. and Rogers, R.F. (1994) Characterization of responses to baclofen in the *Hermisenda*'s B-photoreceptor. *Society for Neuroscience*, Miami Beach, FL.
- Rogers, R.F., Talk, A.C., Muzzio, I.A. and Matzel, L.D. (1994) Complex voltage response to discrete application of 5-HT in *Hermisenda* photoreceptors. *Society for Neuroscience*, Miami Beach, FL.
- Talk, A.C., Schiller, K.M., Rogers, R.F., and Matzel, L.D. (1994) Light-induced intracellular calcium release is necessary but insufficient for associative plasticity in *Hermisenda*. *Society for Neuroscience*, Miami Beach, FL.
- Rogers, R.F., Howell, R.A., Jr., and Matzel, L.D. (1993) Trial spacing effects on the acquisition of conditioned responding in *Hermisenda*. *Eastern Psychological Association*, Arlington, VA.
- Rogers, R.F., Talk, A.C., and Matzel, L.D. (1993) Contribution of G proteins to visual-vestibular interactions in *Hermisenda*. *Society for Neuroscience*, Washington, D.C.
- Matzel, L.D., Rogers, R.F., and Talk, A.C. (1993) G-protein mediated up- and down-modulation of potassium currents as a function of intracellular calcium concentration. *Society for Neuroscience*, Washington, D.C.
- Talk, A.C., Rogers, R.F., Schiller, K.M., Specht, S.M., and Matzel, L.D. (1993) Trail spacing effects on the acquisition of conditioned responding in *Hermisenda*. *Society for Neuroscience*, Washington, D.C.
- Rogers, R.F., Fass, D.M., and Matzel, L.D. (1992) Acquisition versus retention of one-trial associative learning in the *Hermisenda*. *Eastern Psychological Association*, Boston, MA.
- Fass, D.M., Rogers, R.F., and Matzel, L.D. (1992) A specific role of the GABA_B receptor in the induction of an associative memory in *Hermisenda*. *Eastern Psychological Association*, Boston, MA.
- Rogers, R.F., Fass, D.M., Specht, S.M., and Matzel, L.D. (1992) Contrasting effects of known neurotransmitters on visual-vestibular responses in *Hermisenda*. *Society for Neuroscience*, Anaheim, CA.
- Matzel, L.D., Rogers, R.F., and Fass, D.M. (1992) Calcium transients, not accumulation, induce biophysical correlates of learning in *Hermisenda*. *Society for Neuroscience*, Anaheim, CA.
- Rogers, R.F., Opello, K.D., Stackman, R.W., and Walsh, T.J., (1991). Temporal dynamics of memory in a Morris water maze task. *Eastern Psychological Association*, New York, NY.
- Springer, J.E., Gwag, B.J., Woertwein, G., Stackman, R.W., Rogers, R.F., Opello, K.D., and Walsh, T.J. (1991) Potential Involvement of Nerve Growth Factor (NGF) in Spatial Memory Formation. *Society for Neuroscience*, New Orleans, LA.

Presentations at Student Conferences

Hahm, H.W., Cravalho, P.F., Pradhan, S., and Rogers, R.F. (2019). Assessment-Centered Approach for Improving Statistics Learning and Reducing Statistical Anxiety, *Spartan Psychological Research Conference*, San Jose, CA.

Cravalho, P.F., Jwo, S., and Rogers, R.F. (2011). E-Lecturing a Tool for Successfully Migrating Your Course Online, *Spartan Psychological Research Conference*, San Jose, CA.

Abbasi, I., Feist, G., Rogers, R.F., and Oyamoto, C. (2011). The Influence of Neuroticism on Stress Perception and its Resultant Negative Affect, *Spartan Psychological Research Conference*, San Jose, CA.

Cravalho, P.F., Laraway, S., Mcvey, M., and Rogers, R.F. (2010). Studying Statistics Using Concept Maps: Effects On Academic Performance And Anxiety, *Spartan Psychological Research Conference*, San Jose, CA.

Casey, K., Tu, J., Howard, S., Wood, A., and Rogers, R.F. (2010). Effectiveness Of Peer Mentoring In First-Year Program Classrooms, *Spartan Psychological Research Conference*, San Jose, CA.

Christopher, B. and Rogers, R.F. (2009). The Effect Of Binaural Beats On Vigilance Task Performance And EEG Beta Brainwaves Frequencies, *Spartan Psychological Research Conference*, San Jose, CA.

Lasky, G., Garaycochea, J.A., and Rogers, R.F. (2009). The Emotional Response Of Violent Media On College Age Students, *Spartan Psychological Research Conference*, San Jose, CA.

Montoya, M.M., Garaycochea, J.A., Lasky, G., Asuncion, A., and Rogers, R.F. (2008). The Effects of Acute Social Stress on Procedural Memory, *Spartan Psychological Research Conference*, San Jose, CA.

Daoud, M., Prins, A., Kuhn, E., Asuncion, A., Rogers, R.F. (2008). Stigmatization of Male And Female Iraq War Veterans With PTSD, Depression, Or Chronic Back Pain, *Spartan Psychological Research Conference*, San Jose, CA.

Hennessee, D. and Rogers, R.F. (2007) Life Stress and Problem-Focused Coping: Levels of Readjustment that Predict Positive Affect, *Spartan Psychological Research Conference*, San Jose, CA.

Taniguchi, R.G. and Rogers, R.F. (2005) Internet Group Sites for Professional Communication, *Spartan Psychological Research Conference*, San Jose, CA.

Gee, K., Manago, A., Hennessee, D. and Rogers, R.F. (2005) Influence of GRE Requirements on Student Perceptions of Graduate Programs, *Spartan Psychological Research Conference*, San Jose, CA.

Chang, P., Nelms, C. and Rogers, R.F. (2003) White Noise as a Fearful Stimulus: A Parametric Analysis, *Spartan Psychological Research Conference*, San Jose, CA.

Maultsby, S., Nelms, C., and Rogers, R.F., (2002) Fear of Loud Things: The Use of White Noise in Contextual Fear Conditioning, *Spartan Psychological Research Conference*, San Jose, CA.

Mano, T. Gorin, R.E., Navare, N. and Rogers, R.F., (2002) Making Sense of Ambiguity: The Role of the Hippocampus in Configural Learning, *Spartan Psychological Research Conference*, San Jose, CA.

Gorin, R.E., Steinmetz, J.E., and Rogers, R.F., (2002) What does it take to retard learning? A systematic investigation of Latent Inhibition, *Spartan Psychological Research Conference*, San Jose, CA.

Professional Activities/Service

Service to the Profession

Committee on Academic Technology and Online Education, CSU Office of the Chancellor, Division of Academic and Student Affairs, 2024-25

Council for Chief Online Learning Officers, SJSU Representative, [UPCEA](#), 2023-25

External Program Reviewer, Department of Psychology, CSU, Long Beach, 2014

Western Psychological Association (WPA): Council of Representatives (2004–16), Annual Conference Program Review Committee (2012–19)

Reviewer/Referee for the Following Publishers and Journals: Sage Publications, Prentice Hall Publications, Atomic Dog Publishing, John Wiley & Sons, Worth Publishers, Animal Learning & Memory, Journal of the Psychonomic Society, Integrative Physiological and Behavioral Science

Conference Committee Member: International Conference on Education and Information Technology (2007), American Psychological Society, Biology and Behavior Meeting (1997)

Service to the University

International Programs and Students Committee, Academic Senate, 2024-25

Records Management Advisory Council, 2024-25

Campus Climate Assessment Working Group, 2024-2025

Customer Relationship Management (CRM) Steering Committee, 2023-2024

Strategic Enrollment Management Leadership Council, Co-Chair 2023-2024

Information Technology Consultation Board (ITCB), 2023-25

Accreditation Review Committee, 2022-25

Strategic Enrollment Management Planning Committee, Member, 2019-2023

University Assessment Committee, Ex officio 2022- ; Member 2006-09, 2016-21, Co-Chair 2009-10

Program Planning Committee, Ex officio 2022- ; 2009-10

Campus Master Plan Advisory Committee, 2020

University Academic Advising Steering Committee, 2019

SJSU-[Braven](#) Founder's Committee, 2016-21

Academic Space Planning Committee, 2016-21

Associate Dean Council, 2016-21

Accessible Technology Initiative Instructional Materials (ATI IM) Committee, 2016-21

Academic Disqualification and Reinstatement Committee, 2016-21

Academic Affairs Leadership Discovery Group (AALDG), Guest Mentor, 2016-22

University Advising Council, 2016-19

Exceptional Assigned Time Committee (EATC), 2015-16

Review Committee for the Associate Vice President of Student Academic Success Services, Chair, 2015-16

Academic Technology Faculty and Staff Advisory Committee, 2014-16

University Council of Chairs and Directors, 2011-16

WASC Steering Committee, 2012-15

Academic Planning Committee, ad hoc member, 2013-14

Institutional Animal Care and Use Committee (IACUC), Member 2001-05, Chair 2005-09

Resource Review (Planning) Board, 2005-08

Ad Hoc Committees: College of Professional & Global Education Working Group, 2023; General Education Assessment Task Force, 2019; Classroom Technology Advisory Committee, 2018; Sponsored Program Advisory Committee for the SJSU Research Foundation Board, 2016; Academic Strategic Plan Implementation Team – Educational Excellence, 2015-16, First-Year Experience Oversight Committee, 2008, Advisory Panel for Development of Teaching & Research Server Standards, 2006

Search Committees: Passport Office Coordinator, chair (2025); Senior Associate Vice President for University Marketing and Communications, chair (2024); Senior Director, Faculty Affairs, chair (2019); Associate Dean, Humanities and Arts, member (2018); Associate Dean, Undergraduate Studies, member (2016); Director, Silicon Valley Big Data and Cybersecurity Center, member (2015-16); Executive Director, SJSU Research Foundation, member (2014); Administrative Analyst Specialist, Center for Faculty Development, member (2012); Associate Dean, Graduate Studies & Research, chair (2010)

Service to the College

Curriculum Committee, Chair, 2016-21

Applied Research Center Advisory Committee, Chair, 2016-17

Assessment Committee, Chair, 2006-09, member, 2016-21

Advising Council, Co-chair, 2016-21

Scholarship Committee, Chair, 2016-21

Council of Chairs, 2011-16

Retention, Tenure, Promotion (RTP) Committee, Full professor review only, Anthropology Department, 2013

Ad Hoc Committees: Space Allocation Committee (2011), Technology Task Force (2011), Web Site Advisory Committee (2002-03), Equipment Committee (2002-03), Use of the World Wide Web in Education Committee, Indiana University (1997-98)

Search Committees: Academic Advisor, Chair (2016, 2017, 2018, 2019); Academic Resource Manager, member (2013), Associate Dean, member (2011)

Service to the Department

Faculty Recruitment Committee: Chair on six searches (2010-16); Member on five searches (2004-07)

Retention, Tenure, and Promotion (RTP) Committee, 2004-07, 2008-13, 2014-2015

Executive Committee, 2000-04; 2006-09, 2011-16

Undergraduate Curriculum Committee, 2002-09, 2010-16

Program Planning Committee, 2002-09, 2011-16

Assessment Committee, Chair (2005-09), Member (2011-16)

Psychology Research Committee, 2000-06, 2011-16

Reviewer for Course Articulation, 2002-16

Undergraduate Major Advisor, 2002-03

M.A. Research and Experimental Psychology Committee, Chair (2003-09), Member (1999-2002, 2009-16)

Department Web Development and Administration, 1999-16

Spartan Psychological Association Research Conference, Faculty Adviser & Convener, 1999-2007

Ad Hoc Committees: Showcase for Learning, Co-Chair (2001-02), Advising in the Major (2015)

Service to Students

Masters Thesis Students:

Cassandra Durkee (2018), *Embodied Cognition and Cognitive Engagement in Mathematical Acquisition*. Co-chair

Kallan Christensen (2016), *The Effects of Online Course Pedagogies on Learning and Cognitive Workload*.

Katherine Casey (2013), *Effectiveness of Peer Mentoring in First-Year Program Classrooms*. (English Fluency Coach, Dharma Eclectic Consulting)

Joseph Zoland (2013), *Attention Restoration Theory in Gaming as it Pertains to Subsequent Academic Learning*. (Research Associate, Socratic Technologies, San Jose, CA)

Karen L. Gee (2011), *The Impact of Generative Processing During Notetaking and Review on Higher-Order Comprehension from Lecture Material*. (Tenure-track faculty, Foothill College, Los Altos Hills, CA)

Patrick Cravalho (2010), *Learning Statistics Using Concepts Maps: Effects on Anxiety and Performance*. (Ph.D., Kent State University, Ohio)

Jonathan Boyajian (2010), *An Investigation into the Mechanisms that Facilitate Learning during the Preparation to Teach*. (Ph.D., University of California, Merced)

Bonny Christopher (2010), *The Influence of Binaural Auditory Beats on Vigilance Task Performance and Beta Brainwave Magnitudes*. (Senior Research Associate, NASA Ames Research Center)

Deborah A. Hennessee (2007), *Life Stress and Problem-Focused Coping as Predictors of Positive Affect*. (M.S., Clinical Psychology, Marriage and Family Therapy, Santa Clara University)

Janet Pittman (2007), *Impulsivity: The Relationship Between Discipline Referrals and Sexual Harassment*. (DSPS Instructor, Mission College, Santa Clara, CA)

Stephen W. Tracy (2007), *Concurrent Use of Caffeine and Cigarettes in a Population of College Students*. (Health Science Specialist, Department of Veterans Affairs)

Masters Thesis Committees:

Megan Leonard (2018), *Methodological Considerations for Unconditioned Motivating Operations*.

Gita Hodell (2016), *The Effects of Repeated Global Self-Adapted Testing on Online Academic Performance*.

Zachary A. Caddick (2016), *Evaluating Contradicting and Confirming Evidence: A Study on Beliefs and Motivated Reasoning*.

Nick Mathurst (2015), *Using a self-management project to improve student performance in an online introductory statistics course*.

Bianca Tapia (2014), *Stereotype Threat, Self-Affirmation and Women's Statistics Performance*.

Jung Eun Lee (2013), *Women in Science, Technology, Engineering, and Mathematics (STEM) Fields and the Leaky Pipeline: The Importance of Psychological Predictors*.

Giuliana L. Garbini (2012), *Empathic Embarrassment While Viewing Romantic Rejection and General-Type Embarrassment Situations*.

Crystine A. Serrone (2010), *Mood Management and Video Game Engagement: The Importance of User Experience and Gender in Assessing the Psychological Effects of Video Game Play*.

Maya V. Gosul (2010), *In Search of the Creative Scientific Personality*.

Katie Stokes-Guinan (2010), *Ethnic Identity as a Mediator of Ingroup Bias Among Majority and Minority Group Members*.

Irum Abbasi (2009), *The Influence of Neuroticism on Stress Perception and its Resultant Negative Affect*.

Teresa J. Soriano (2009), *Testing Two Models of Acculturation and Well-Being in Asian College Students*.

Sarah V. Ligda (2009), *Investigation of the Origins of Prospective Memory Under Various Cognitive Loads*.

Carlos Torres (2009), *An Experimental Comparison between Terror Management Theory and Coalitional Psychology Theory*.

George Taniguchi (2009), *Effects of Social Comparison on Stereotyping*.

Melissa Daoud (2009), *Stigmatization of Iraq Veterans with PTSD, Depression, or Chronic Back Pain*.

Aline M. Kirby (2007), *Manipulation of Psychological State and Trait Properties of Body Image*.

Chelsea Morgan Contreras (2006), *Impact of Parent Education on Parental Expectations of Children with Autism*.

Anne Schmidt (2005), *Remembering the Concentration Game: Chance or Memory?*

Amy L. Lynn (2004), *The Effects of Readback on a Spatial Navigation Task*.

Dawn Langer (2004), *Effects of Keyboard Experience on Productivity and Comfort*. (MS, Human Factors & Ergonomics)

Serena M. Gee (2004), *Product Culturalization*. (MS, Human Factors & Ergonomics)

Bryan McClain (2004), *Communication Patterns in Hostage Negotiations: Development of a Behavioral Coding System*.

La Quisha Beckum (2004), *Does Salient Cueing and Self-Relevant Tasks Aide Prospective Memory Performance?*

Lucia Arsintescu (2003), *Effects of Pictorial Depth Cues on Size Perception in a Target Acquisition Task*.

Audra J. Ruthruff (2003), *Effects of Perceptual Depth Cues on Movement Time in a Target Acquisition Task*.

Jeannie Davison (2002), *Differences in Risk Perception Between Pilots and Air Traffic Controllers*.

Hoan Nguyen (2001), *Is Math Skill a Factor in Reducing Interference Effects in Arithmetic Stroop Tasks*.

Undergraduate Research Assistants:

Jay A. Garaycochea, 2008-09 (Ph.D., Neuroscience, University at Buffalo, 2014)

Ginger Lasky, 2008-09 (MS, Neuroscience, University at Buffalo, 2015)

Cheri Nelms 2001-03 (Accepted MA, Sociology, San José State University)
 Daphnie Chen, 2003-04 (Accepted MA, Psychology, San Diego State University)
 Patricia Chang, 2002-03 (MS, Biology, San José State University, 2005)
 Linda Rushing, 2002, (BA, Psychology, 2003; BS Nursing, 2006, San José State University; Masters in Public Health, UC, Berkeley, expected 2017)
 Rebecca Gorin-Meyer, 2000-03 (MS, Behavioral Neuroscience, Oregon Health Sciences University; MSW, Social Work, Portland State University, 2008)
 Diana Gallegos, 2001-02 (Ph.D., Neuroscience, University of Iowa, 2008)
 Sheila Maultsby, 2001-02 (BA, Psychology; VP at Robert Half)
 Vicki Robinson, 2001-02 (MA, History, San José State University)
 Pavan Randhawa, 2000-01 (BA Psychology)
 Jaita Mullick, 2000-01 (Accepted, MS, Clinical Psychology, San José State University)
 Jose Estrada, 2000-01 (Accepted, PsyD, Organizational Psychology, John F. Kennedy University)
 Simone O'Neill, 2000 (Returned to Australia, works at Radford College)

Minority Access to Research Careers (MARC) Scholars

Misty Montoya, 2006-08 (MD/Ph.D., UC, San Francisco; Resident Physician, Kaiser San Francisco)
 Victoria N. Hernandez, 2005-07 (BA, Psychology)
 Juan C. Villaherrera, 2005-06 (BA, Psychology)
 Quintino Mano, 2001-03 (Ph.D., Psychology University of Wisconsin-Milwaukee, Post-doc, UC, San Diego; Assistant Professor, University of Cincinnati)
 Manuel Lua, 2001 (MS, Clinical Psychology, San José State University)

Workshops, Clubs, and Mentoring:

Invited Panel Member (Fall 2005). *Graduate School Preparation Workshop*. College of Social Sciences, San José State University.
"DataBlitz" – Faculty Originator & Organizer (2002-03). Members of our faculty briefly present their most recent findings and directions to our students and faculty in this departmental colloquium.
 Faculty Advisor to Psi Chi, the National Honor Society in Psychology (2001 – 2003)

Community Outreach

"The Scientific Method and the Brain," classroom presentations as part of K-12 outreach, 2004-09
 Synopsys Silicon Valley Science and Technology Championship, Judge, 2006
Careers in Psychology. Invited Panel Member, Psi Chi Chapter, Notre Dame de Namur University, Belmont, CA, 2005
 Intel International Science and Engineering Fair, Judge, 2001
 The Society for Neuroscience Committee on Neuroscience Literacy, 1999-2003

Courses Offered

Summary of Teaching History

Years Taught 1991-2013, 2025-:	25
Total Enrollment:	2980
Total Sections:	92
Mean Student/Section:	34
Mean Student/Year:	145

Student Opinion of Teaching Effectiveness¹ (5 pt. scale)

Questions	Mean	SD
Demonstrated relevance of the course content	4.7	0.19
Used assignments that enhanced learning	4.5	0.24
Summarized/emphasized important points	4.5	0.23
Was responsive to questions from students	4.7	0.16
Established an atmosphere that facilitated learn	4.6	0.21
Was approachable for assistance	4.6	0.22
Was responsive to the diversity of students	4.6	0.22
Showed strong interest in teaching this class	4.7	0.23
Used intellectually challenging teaching methods	4.4	0.24
Used fair grading methods	4.5	0.25
Helped students analyze complex/abstract idea	4.5	0.26
Provided meaningful feedback about work	4.2	0.33
Overall this instructor's teaching was	4.7	0.21

¹ Summary of 46 sections from fall 2003 – 2013 at SJSU

Undergraduate Courses

Introductory Psychology
Introductory Psychobiology (Traditional & Online)
Methods in Experimental Psychology (Indiana University)
Elementary Statistics (Traditional & Online)
Drugs, Brain, and Behavior
Drugs in a Modern American Culture
Neuroscience
Advanced Research Design & Methods
Educational Psychology

Undergraduate Laboratories

Physiological Psychology (Rutgers University)
Conditioning & Learning (Rutgers University)
Behavioral Neuroscience (Indiana University)
The Thinking Laboratory (Rutgers University)

Graduate Courses

Seminar in Experimental Psychology
Clinical Neuropharmacology
Seminar in Learning
General Seminar (Professional Seminar)