

Alan Hughes, Ph.D.
Dean and Professor
Charter School of Education and Human Sciences
Berry College
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CURRICULUM VITAE

CURRENT POSITION

Dean Charter School of Education and Human Sciences Berry College	July 2020 to Present
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EDUCATION

University of Louisville Major Area: Experimental Psychology Specialty Area: Perception and Neural Science Dissertation: <i>Dynamic light adaptation within the chromatic pathways</i> Dissertation Advisor: Paul J. DeMarco, Jr., Ph.D.	Ph.D. 2000
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Western Kentucky University Major Area: Applied Experimental Psychology Thesis: <i>Determination of chromatic and luminance channels in the zebrafish visual system using an increment threshold technique</i> Thesis Advisor: Joseph Bilotta, Ph.D.	M.A. 1996
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Berea College Major: Psychology	B.A. 1994
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WORK EXPERIENCE

Dean Charter School of Education and Human Sciences Berry College	July 2020 to Present
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SACSCOC Institutional Accreditation Liaison	August 2022 to Present
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Co-Director, Institutional Effectiveness and Assessment	July 2020 to July 2022
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Department Chair, Psychology Berry College	July 2016 to July 2020
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Professor of Psychology Berry College	July 2014 to Present
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Associate Professor of Psychology Berry College	2007 to 2014
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Associate Professor of Psychology	2006 to 2007
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Nazareth College

Assistant Professor of Psychology
Nazareth College 2000 to 2006

Research Health Sciences Specialist
Department of Veterans Affairs,
Louisville VA Medical Center 1998 to 2000

Adjunct Lecturer, Department of Psychology
University of Louisville 1997 to 2000

ADMINISTRATIVE EXPERIENCE

Dean, Charter School of Education
and Human Sciences (CSEHS) July 2020 to Present

Responsibilities: Chief academic, administrative, and budgetary officer overseeing four academic undergraduate programs (Psychology, Exercise Science, Teacher education, Nursing), MEd and EdS programs in Curriculum and Instruction and in Educational Leadership (plus other advanced leadership certificate programs), a graduate Physician Associate Program, and three laboratory schools (PreK-8); provide leadership and vision for the school; supervise all CSEHS faculty, Department Chairs/directors/coordinators, and administrative staff; hire, reappointment, write promotion and tenure evaluations, and make other personnel decisions; collaborate with department chairs on program development, recruitment and retention initiatives; collaborate with other deans and the Office of the Provost to advance the college's strategic academic priorities; develop, refine, and implement appropriate policies for maintaining regional and national accreditations and endorsements; oversee the school's \$3 million operating budget and provide oversight for effective resource management; promote scholarly research activities of faculty and faculty-student collaborations; assist students and faculty with requests, exceptions, complaints, and the resolution of grievances; and serve as an effective communicator and liaison to both internal and external constituencies.

- Working with provost and other academic deans to recommend to the president a set of curricular requirements that support Berry's educational model to promote depth of student engagement and learning, quality of student experience, and personalized attention leading to improved academic success
- Collaborating with the Director of Nursing to develop and recommend to the President that Berry start a graduate program in Nursing Education and Leadership (one of the college's annual priorities for 2024/25)
- Collaborating with the Director of Teacher Education to develop and recommend to the President that Berry College establishes an undergraduate program in Special Education
- Collaborated with CSEHS Directors and Chairs to establish promotion and tenure guidelines for their academic programs [consistent with a college-wide effort]
- Co-lead efforts to establish Berry's Physician Associate Program, including the writing the pro-forma analysis and feasibility study, hiring all faculty and staff, development of the operational budgets, overseeing approval of didactic and clinical curricula, preceptor recruitment, writing part of the application for provisional accreditation, and supporting the first site visit for accreditation review (first class starts 8/2025)
- Led effort and wrote change of ownership application to the Georgia Dept of Early Care and Learning so that Berry could assume ownership and be fiscally responsible for the South Rome Early Learning Center (a preschool serving a historically black neighborhood in Rome)
- Renegotiated with Rome City Schools to provide continued support with in-kind services for its partnership to support the South Rome Early Learning Center

- Led and secured partnership with Atrium-Floyd's Family Medicine Residency Program to provide library support for their faculty and residents as well as research and statistical support.
- Sought and secured partnerships with local K-12 districts in neighboring counties for a discounted tuition model for their teachers to earn advanced degrees at Berry College
- Wrote feasibility study and currently leading efforts to establish a graduate program in Athletic Training
- Worked collaboratively with CSEHS faculty to write a new school mission and vision
- Worked collaboratively with CSEHS faculty to develop a five-year strategic plan
- Worked with promotion and tenure committee to clarify expectations for Clinical faculty and promotion options for clinical instructors
- Supported and advanced numerous curriculum and program changes in every major (and two minors in the CSEHS)
- Encouraged and supported departments to develop new Foundations courses, particularly courses that address DEI
- Oversaw and facilitated hiring fifty (54) faculty and/or staff since July 2020.
- Significantly increased money for professional development and for expenses related to dues/licensing.
- Developed new MoUs for Clinical faculty in the CSEHS
- Partnered with Berry's Nursing Director to write a proposal for congressionally-directed funds from Senator Warnock's office to support nursing education (\$964K was awarded to Berry College)

SACSCOC Institutional Accreditation Liaison

July 2022 to Present

Responsibilities: Ensure that compliance with accreditation requirements is incorporated into the planning and evaluation process of the institution; notifying SACSCOC in advance of substantive changes and program developments in accord with the substantive change policies of the Commission; familiarizing faculty, staff, and students with SACSCOC's accrediting policies and procedures, and with particular sections of the *Principles of Accreditation* and SACSCOC policies that have application to certain aspects of the campus; coordinating the preparation of the annual profiles and any other reports requested by SACSCOC; serving as a resource person and helping prepare for and coordinating reaffirmation and other accrediting visits; maintaining a file of all accreditation materials, such as reports related to the decennial review, reports related to other SACSCOC committee reviews, and accreditation manuals, standards, and policies; schedules all SACSCOC visits; and maintains copies of annual financial and enrollment profile information.

- Leading Berry team of faculty and senior administrators in preparing for Berry College's 2028 reaffirmation with SACSCOC (our regional accreditor)
- Led a team of deans and faculty in preparing and writing the SACSCOC 5th year interim report (due 3/15/24)
- Wrote SACSCOC substantive change for new program approval to add a graduate PA program to Berry College
- Initiated and led for the development and implementation of several SACSCOC required policies (e.g., Substantive Change Policy, adjunct faculty evaluation policy, credentialing policy, etc)
- Oversee and primary author for all SACSCOC substantive change submissions, including substantive changes for new academic programs
- Initiated communicated lines with Berry's Cabinet members about SACSCOC policies and practices

Co-Director, Institutional Effectiveness

2020 to 2022

Responsibilities: Co-directed and oversaw all evaluation and assessment activities for academic and student support programs; provided assistance to academic and non-academic programs in designing measurable outcomes and conducting data analysis; sought improvement of student learning and support by assisting departments and programs to conduct effective and meaningful outcomes assessment; managed the review of annual institutional effectiveness/assessment reports; provided professional development to departments and programs to help them to improve and maintain effective and quality reports; supported the college's obligations for institutional effectiveness and outcomes assessment reports for accreditation and other purposes; supported academic and non-academic departments in using institutional effectiveness planning and results to improve strategic and operational planning within their area.

- Helped foster a more positive culture of institutional planning and assessment among departments
- Worked with departments to improve their IE planning and reporting in order to be in compliance with SACSCOC Standard 8.2
- Developed IE reporting time frame for departments to submit IE plans and reports
- Developed new templates for departments to use for their IE reporting and planning

Chairperson, Department of Psychology

2016 to July 2020

Responsibilities: Supervised 8 full-time faculty and one administrative support staff member; monitored continued program growth and assessment; prepared an annual budget and wrote annual reports; identified new and replacement faculty lines; facilitated the mentoring of all departmental faculty; worked with faculty to develop a teaching schedule each semester; prepared annual faculty evaluations; advised the dean on annual merit raise recommendations; oversaw recruitment and retention of majors; developed alumni support; developed and monitored an effective and equitable advising system in the department; and developed, as appropriate, external support for the activities of the department.

- Successfully organized, implemented, and oversaw all aspects of the external review for the psychology department in Spring 2019
- Made substantial revisions and improvements to the department's IE planning and reporting processes
- Collaborated with faculty to develop overarching program goals for the psychology department
- Developed descriptions for the various thematic areas in the psychology major
- Facilitated implementation of a new course, *Research Seminar*, along with all the steps to get it approved as a writing-intensive course

OTHER RELEVANT ADMINISTRATIVE EXPERIENCE

Co-Chair, Task Force on Faculty Titles

2021-2022

Responsibilities: Made recommendations to the provost regarding faculty titles at Berry College. The task force was charged to consider appropriate titles and criteria for clinical faculty, instructors, and lecturers, including whether any titles should be added or removed [implemented and effective Fall 2024].

- Proposed a new description for faculty who are tenured or tenure track faculty (e.g., Assistant Professor, etc.), Clinical faculty, and ranks of Lecturer
 - Clarified description for what constitutes adjunct faculty
 - Proposed a new classification for Professor of Practice
 - Proposed new inclusion criteria for all faculty ranks and titles, with special attention to what constitutes the rank of Lecturer or Clinical Professor
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Participant, Academic Program Evaluation Certificate
Offered by Bay Path University

2022-2023

Program Description: A certificate program designed for higher-education leaders involved in decisions to start, stop, sustain, or grow academic programs. Gives higher-education leaders, decision-makers, and analysts an understanding of the data, systems, processes, and participants needed to make well-informed and broadly-supported program decisions consistent with an institution's mission, academic standards, markets, and program economic.

- Learned concepts, information, and tasks needed to make data-informed program decisions
- Completed an academic portfolio evaluation, including finding, analyzing, and synthesizing relevant data and evaluation criteria
- Understand keys to effective decision-making processes for current and new programs
- Learned the mechanics of Integrated Program Analysis, program evaluation software, program portfolio workshops, and the overall art and science of academic entrepreneurship.

Participant, Senior Leadership Academy

2019-2020

Program Description: Selected to participate in the 2019/2020 Senior Leadership Academy co-sponsored by the Council of Independent Colleges (CIC) and the American Academic Leadership Institute (AALI). The Senior Leadership Academy was a year-long program for administrators in higher education who aspire to cabinet-level positions in independent colleges or universities. Participants acquired knowledge, skills, and experience germane to the responsibilities and activities central to the work of a vice president or cabinet officer.

- Participated in two, three-day seminars led by current presidents, vice presidents, and other senior leaders in higher education as well as experts in key areas
- Read, discussed, and participated in key readings about leadership theory and practice
- Produced a Professional Experience Plan (PEP), a highly individualized plan to fill gaps in my expertise and experience (under the guidance of the program's director and an on-campus mentor)
- Received individualized executive coaching throughout the program
- Participated in webinars, regional gatherings, book groups, campus visits, and other activities

Ad hoc committee on Faculty Resources

2017 to 2018

Responsibilities: Examined the effectiveness of current offerings, including the *Center for Teaching Excellence* as well as made recommendations on where we could use better support; collected and shared data on what on-campus resources are currently available to faculty; determined the effectiveness of our current offerings, including the Center for Teaching Excellence and available funding support; identified what areas of faculty development training and resources are not currently in place, including comparisons with our peer and aspirant institutions; and provided recommendations to Faculty Assembly to forward to the Provost for consideration.

- Recommended that an Office of Faculty Development and Teaching Excellence be established (Implemented)
- Drafted position rationale and job description for a new Director of Faculty Development (implemented)
- Drafted position rationale and job description for a new Director of Undergraduate Research (implemented)
- Recommended increasing department budgets, especially where budgets have lagged
- Recommended faculty receive help to identify funding sources and have workshops related to funding, grant preparation, and grant administration (Implemented)

Promotion and Tenure Committee
Executive Secretary

2011 to 2018
2016 to 2018

Responsibilities: Reviewed candidates' dossiers for promotion and/or tenure; made recommendations to the president and provost; drafted and presented changes for the faculty/staff handbook regarding promotion and tenure policies; and held yearly workshops for faculty about promotion and tenure.

- Organized efforts for improved procedures and clarity in the third-year review process (implemented)
- Initiated campus-wide discussions on helping departments to develop their own promotion and tenure Guidelines (initiated and process is close to complete).

Chair: Ad hoc Committee on Faculty Reports

2015 to 2016

Responsibilities: Revised the faculty annual evaluation process, including the forms used for faculty annual evaluations.

- Developed more exhaustive forms for the annual faculty evaluation (implemented)
- Recommended that annual report form be revised to align with evaluation rubrics used in annual faculty evaluations by chairs (Implemented)
- Recommended that untenured faculty do a summative and more involved self-evaluation each year until tenured (implemented)
- Recommended that tenured faculty only do a self-evaluation on a triennial basis (Implemented)

Ad hoc Committee on Faculty Compensation

2013-2014

Responsibilities Reviewed recent past performance in faculty compensation and benefits, compared this performance with the college's peer and aspirants, and made recommendations to the administration.

- Recommended to the administration that Berry set new salary targets for non-business faculty and professional librarians (implemented)
- Recommended new promotion pay increases for promotion to Associate and Full Professor (implemented)
- Recommended increasing adjunct pay to \$1000 per credit hour for adjuncts with a doctorate in order to be more in line with four-year colleges in Georgia
- Recommended that faculty be given explicit linking their percentage raises to their annual evaluation
- Recommended that a faculty compensation study be updated every 3 years.

Chair: Faculty Assembly

2012-2013

Vice Chair, Faculty Assembly

2011-2012

Responsibilities: Presided over all meetings; represented the faculty at meetings of the planning council, budget advisory committee and the Berry College Board of Trustees; and convened and presided over meetings of the executive committee of Faculty Assembly; worked together with the college committees and councils to ensure that major issues affecting curriculum, personnel policy, or the general academic character and direction of the institution were brought before the Faculty Assembly for its consideration and, when appropriate, a vote.

- Helped to support the transition of the new Division of Nursing to Berry College
- Sponsored workshop on Best Practices for Student Engagement with Jillian Kinzie, Associate Director of IUs Center for Post-Secondary Research
- Convened Ad-Hoc committee on Faculty governance to determine how Berry's councils and committees could best support the principle of effective and meaningful college governance
- Facilitated discussions with faculty about the role of departments in tenure and promotion Recommendations

- Facilitated discussions about a new Foundations curriculum from the General Education Task Force
- Facilitated discussions about the course-approval process in the proposed Foundations Curriculum

GRANTS AND AWARDS

Senior Leadership Academy: Sponsored by the Council of Independent Colleges and the American Academic Leadership Institute. Academic Year 2019-2020

Hughes, A. (2016). Measuring implicit attitudes towards anorexia nervosa using event-related potentials. \$2113.00 Faculty Development Grant, Berry College.

Eleana M. Garrett Award for Meritorious Advising and Caring. Presented at the 2011 Berry College Honor's Convocation

Hughes, A. (2004-2005). *Incorporating Information Literacy Standards into Statistics and Research Methods courses.* \$2500.00 grant funded by the Hewlett Foundation, Center for Teaching Excellence, Nazareth College.

Fahy, R., & **Hughes, A.** (2004-2005). *Designing a course on Introduction to the Psychology Major.* \$1500.00 grant funded by the Hewlett Foundation, Center for Teaching Excellence, Nazareth College.

Hughes, A. (2003). \$315.00 publication award given by the Optical Society of America to help in the publication of an article.

Bush, M.F., **Hughes, A.**, & Bockes, T.C. (2002-2003). *Integrating perspective I objectives within a discipline.* \$3500.00 grant funded by the Hewlett Foundation, Center for Teaching Excellence, Nazareth College.

COLLEGE SERVICE

College-Wide Service at Berry College (2007-Present)

Co-chair, Ad hoc committee on Faculty Titles (Deans Council Representative) (2021-22)
 Search Committee for Oak Hill Director of Community Engagement and Education (2021-22)
 Foundations Committee (2019-2020)
 Faculty Hearing Committee (2018-2019)
Co-Chair, Berry College Institutional Effectiveness Committee (2018-2020)
 Ad hoc committee on Faculty Development and Resources (2017-2018)
Chair, College Advisory Committee on Promotion and Tenure (2016-2018)
 Provost Search Committee—as a past FA executive committee chair (2016-17)
 College Advisory Committee on Promotion and Tenure-Academic Years 2015-2018
Chair: Ad hoc Committee on Faculty Reports (Spring 2015): Appointed by FA chair
 Pre-Med Selection Committee: 2014-2016
 First-Year Advisory Committee: 2013-2016
 Lecture Capture/Video Management system selection committee: 2014-2015
 Search Committee for position in Biology (outside member) 2014-2015
 Provost Advisory Committee (Fall 2014): Appointed by President Briggs
 Center for Integrity and Leadership Task Force (2014-2015): Appointed by Provost
 Ad hoc Conference Committee on Faculty Compensation (Summer 2014)
 Ad hoc Committee on Compensation and Benefits (2013-2014): Appointed by FA chair
 Search Committee for position in Physics (outside member) 2013-2014
 Search Committee for position in Animal Science (outside member) 2013-2014
 Planning Council (Academic year 2013-2014—as immediate past FA Chair)
 Budget Advisory Committee (Academic Year 2013-2014—as immediate past FA chair)
Chair-Faculty Assembly Executive Committee: Academic year 2012-2013
Faculty Leader- Degree Qualification Profile (DQP) Consortium: (2011-2013)

College Advisory Committee on Promotion and Tenure-Academic Years 2011-2014
 Planning Council (Academic years 2012-2014—as FA Chair)
 Budget Advisory Committee (Academic Year 2012-2013—as FA chair)
 President's Advisory Council (Academic Year 2012-2013—as FA chair)
 General Education Task Force (Academic years 2009-2012): Appointed by Provost
 Ad hoc Committee on Student Engagement (2011-2012): Appointed by Provost
Vice Chair of Faculty Assembly: Academic year 2011-2012
 Faculty representative-Admissions Committee Academic years 2010-2012
 Athletics Committee-FA Representative: Academic year: 2011-2012
 Faculty Development Committee: Academic years 2011-2012
Chair, Council on Student Scholarship: Academic year 2011-2012
 Council on Student Scholarship: Academic year 2010-2011
 Faculty representative-Admissions Committee Academic year 2008-2009
 Academic Council. Academic years 2008-2010
Co-chair, Writing Across the Curriculum Committee (WAC). Academic Year 2009-2010
 Writing Across the Curriculum Committee (WAC). Academic Year 2008-2009
Chair, Center for Teaching Excellence Committee. Academic Year 2008-2009
 Center for Teaching Excellence Committee. Academic Year 2007-2009
 Women Studies Committee. Academic years 2007-2011
 Discover Berry (every year)
 Scholarship Day (Spring 2008; 2009; 2010; 2011; 2012)
 BCC 100: Academic years 2009-2010; 2012-2013; 2013-2014; 2014-2015; 2015-2016; 2018-19

College-Wide Service at Nazareth College

Chair, Nazareth College's Human Subjects Research Committee (HSRC)
 Library Committee
 Elections Committee
 Physical Therapy department search committee. Academic year 2006-2007
 Physical Therapy department search committee. Academic year 2005-2006
 Middle States self-study, *Standard 2: Planning, Resource Allocation, and Institutional Renewal*
 Task force to implement Information Literacy
 Task force to explore models of Information Literacy
 Security committee

Departmental Service (Berry College and Nazareth College)

Berry Psychology department search committee. Academic year 2008-2009
 Berry Psychology Curriculum Committee: Academic years 2007 -present
 Faculty Sponsor for Psych Society (Berry College: 2007-12)
 First-Hand Friday (Spring 2008; 2009)
 Majors Fair (numerous years)
 Faculty Sponsor for Psychology peer mentoring program
 Psychology Club Advisor (2000-2007)
 Psychology department program review (Spring 2006)
 Psychology department search committee. Academic year 2005-2006
 Chair, Psychology department search committee. Academic year 2004-2005
 Psychology department search committee. Academic year 2002-2003
 Psychology department search committee. Academic year 2000-2001

REFEREED PUBLICATIONS

Diliberto, K., & Hughes, A. (2016). The Use of Mobile Apps to Enhance Student Learning in Introduction to Psychology. *Teaching of Psychology*, 43 (1), 48-52.

- Hughes, A.** (2015). Pursuing careers in physiological psychology. In Irons, J. G., & Miller, R. L., (Eds.). *Academic advising: A handbook for advisors and students volume 2: A guide to the sub-disciplines*. Syracuse Volume II, NY: Society for the Teaching of Psychology.
- Vukmanic, E., Godwin, K.,* Shi, P., **Hughes, A.**, & DeMarco, P. (2014). Full-Field Electroretinogram response to increment and decrement flashes. *Documenta Ophthalmologica*. 1573-2622
- Hughes, A.** (2014). Advising as teaching. In Miller, R. L., & Irons, J.G., (Eds.). *Academic advising: A handbook for advisors and students Volume 1: Models, Students, Topics, and Issues*. Syracuse, NY: Society for the Teaching of Psychology.
- Hughes, A.** (2011). Exercises and demonstrations to promote student engagement in motivation and emotion courses. In Miller, R. L., Balcetis, E., Daniel, D., Saville, B., & Woody, W. D., (Eds.). *Promoting Student Engagement, Volume 2: Activities & Demonstrations for Psychology*. Syracuse, NY: Society for the Teaching of Psychology.
- Hughes, A.**, & Gilmour, N.* (2010). Perceptions of safety among workers in mental health care facilities. *North American Journal of Psychology*, 12 (1), 129-144.
- Hughes, A** & Fahy, R. (2009). Implementing an undergraduate psychology mentoring program *North American Journal of Psychology*, 11, 463-470.
- Lindner, D.*, **Hughes, A.**, & Fahy, R. (2008). Eating pathology and social comparison in college females. *North American Journal of Psychology*, 10(3), 445-462.
- Hughes, A.** (2005). A poster project for an undergraduate Sensation and Perception course. *Teaching of Psychology*, 32(1), 58-59.
- Hughes, A.**, & DeMarco, P.J. (2003). The time course of adaptation for stimuli presented along cardinal lines in color space. *Journal of the Optical Society of America. A*, 20, 2216-2227.
- Patterson, W. F., McDowell, A.L., **Hughes, A.**, & Bilotta, J. (2002). Opponent and nonopponent contributions to the zebrafish ERG using heterochromatic flicker photometry. *Journal of Comparative Physiology*, 188, 283-293.
- Purkiss, T.J., **Hughes, A.**, & DeMarco, P.J. (2001). Processing of scotopic increments and decrements. *Visual Neuroscience*, 18, 119-125.
- DeMarco, P.J., **Hughes, A.**, & Purkiss, T.J. (2000). Increment and decrement detection on temporally modulated fields. *Vision Research*, 40 (14), 1907-1919.
- Hughes, A.**, Saszik, S., Bilotta, J., DeMarco, P. J., & Patterson, W. F. (1998). Cone contribution to the photopic spectral sensitivity function of the zebrafish ERG. *Visual Neuroscience*, 15 (6), 1029-1038.

*Student Researcher

NON-REFEREED PUBLICATIONS

Hughes, A. (2015). What is teaching excellence?. *Inside Higher Education*.
<https://www.insidehighered.com/views/2015/04/14/essay-meaning-teaching-excellence-higher-education>.

Hughes, A. (2014). Earning promotion and tenure at small liberal-arts colleges. *Inside Higher Education*. <https://www.insidehighered.com/advice/2014/08/11/essay-earning-tenure-small-liberal-arts-colleges>.

PUBLISHED ABSTRACTS—PROFESSIONAL CONFERENCE PRESENTATIONS

Stiles, C., & **Hughes, A.** (2019). Social anxiousness and the mirror neuron system. *Association for Psychology Science Abstracts*

Beckwith, S. E., & **Hughes, A.** (2017). Explicit and implicit attitudes of anorexia nervosa. *Association for Psychology Science Abstracts*.

Dillehay, K., & **Hughes, A.** (2013). Social relationships that impact life satisfaction and social competence in emerging adulthood. *Association for Psychological Science Abstracts*

Godwin, K.*, **Hughes, A.**, & Haney, M. (2011). Using spatial contrast sensitivity to assess form perception in autism. *Association for Psychological Science Abstracts*.

Hughes, A., & Dunn, A.* (2009). S-cone increment and decrement temporal contrast sensitivity. *Investigative Ophthalmology and Visual Science*, 42, 265

DeMarco, P.J., Vukmanic, E.V., **Hughes, A.**, & Nussdorf, J. (2008). Nonlinearities in the ERG response to positive and negative flashes. *Investigative Ophthalmology and Visual Science*, 42, 265

Buonocore, L.*, & **Hughes, A.** (2007). College Adjustment Factors and Their Effect on Long Term Romantic Relationships *Association for Psychological Science Abstracts*, 18, 223

Lindner, D.*, **Hughes, A.**, & Fahy, R. (2007). Eating pathology and social comparison in college females. *Association for Psychological Science Abstracts*

Gilmour, N.*, Weisman, R., & **Hughes, A.** (2006). Perceptions of safety among workers in mental health care facilities. *Association for Psychological Science Abstracts*, 18, 223.

McConnell, E.*, Fahy, R., & **Hughes, A.** (2006). Impact of Parent-Child Relationship on Victimization of Foster Children. *Rocky Mountain Psychological Association Abstracts*.

McConnell, E., & **Hughes, A.** (2005). Factors affecting conformity: Self-Esteem, cohesion, and situations involving teammates vs. strangers. *Eastern Psychological Association Abstracts*, 76, 52.

Hughes, A., & DeMarco, P.J. (2004). L-M and S-cone increment and decrement detection during dynamic light adaptation. *Eastern Psychological Association Abstracts*, 75 1134.

Shorey, S.*, & **Hughes, A.** (2004). The impact of social support, coping, and test anxiety on academic performance. *Eastern Psychological Association Abstracts*, 75 2716

McDowell, A., Davis, E., Bilotta, J., & **Hughes, A.** (2002). Cone contributions to the ERG a- and d-wave components of the developing zebrafish. *Neuroscience Abstracts*.

- Hughes, A., Purkiss, T.J., & DeMarco, P.J.** (2001). S-cone increment and decrement detection during dynamic light adaptation. *Investigative Ophthalmology and Visual Science, 42*, 265.
- Bockes, T., Bush, M., **Hughes, A.**, Ladrigan, P.M., & Page, D.A. (2001). Psychology Department Program Review. *Symposia given at the annual Eastern Psychological Association Conference, Washington, D.C.*
- Hughes, A., Purkiss, T.J., & DeMarco, P.J.** (2000). The time course of adaptation for stimuli presented along cardinal lines in color space. *Investigative Ophthalmology and Visual Science, 41*, 4293.
- Hughes, A., Purkiss, T.J., & DeMarco, P.J.** (1999). Chromatic detection on fields modulated in chromaticity. *Investigative Ophthalmology and Visual Science, 40*, 1891.
- Ball, S.L., **Hughes, A.**, & Petry, H.M. (1999). Oscillatory potentials in the cone-dominated tree shrew multifocal ERG. *Investigative Ophthalmology and Visual Science, 40*, 1894.
- DeMarco, P.J., **Hughes, A.**, Purkiss, T.J., & Nussdorf, J.D. (1999). The morphology and sensitivity of electroretinogram responses associated with positive and negative flashes. *Investigative Ophthalmology and Visual Science, 41*, 71.
- T.J. Purkiss, **Hughes, A.**, & DeMarco, P.J. (1999). Two spatiotemporal mechanisms contribute to sawtooth adaptation effects. *Investigative Ophthalmology and Visual Science, 40*, 244.
- Bilotta, J., Saszik, S., **Hughes, A.**, Gilvin, C., & Abramov, I. (1998). Background illumination has differential effects on ERG spectral sensitivity of the developing zebrafish. *Neuroscience Abstracts*.
- Purkiss, T.J., DeMarco, P.J., & **Hughes, R.A.** (1998). Detection of photopic and scotopic increments and decrements as a function of eccentricity. *Investigative Ophthalmology and Visual Science, 39*, 1894.
- Hughes, R.A., DeMarco, P.J., & Purkiss, T.J.** (1998). Detection of luminance increments and decrements on temporally modulated fields. *Investigative Ophthalmology and Visual Science, 39*, 1908.
- Purkiss, T. J., DeMarco, P. J., & **Hughes, R. A.** (1997). Psychophysical sensitivity to scotopic increments and decrements. *Investigative Ophthalmology and Visual Science, 38*, 1016.
- DeMarco, P. J., **Hughes, R. A.**, & Purkiss, T. J. (1997). Threshold vs contrast (TVC) functions for detection of luminance increments and decrements. *Investigative Ophthalmology and Visual Science, 38*, 378.
- Hughes, R. A., Miller, S., & Bilotta, J.** (1997). Cone contribution to the photopic spectral sensitivity function of the zebrafish ERG. *Investigative Ophthalmology and Visual Science, 38*, 895.
- Hughes, R. A., Patterson, W. F., Stephens, E. C., & Bilotta, J.** (1996). An examination of Weber's law using the Mueller-Lyer illusion. *Investigative Ophthalmology and Visual Science, 37*, 1016.

*Student Researcher

PRESENTATIONS—UNPUBLISHED REGIONAL PRESENTATIONS

Caroline Stiles. (2019). Social Anxiety and the Mirror Neuron System. Paper presented at the annual *Symposium on Student Scholarship, Berry College*

Beckwith, S. E. (2017). *Examining explicit and Implicit Attitudes of Anorexia Nervosa*. Paper presented at the annual *Symposium on Student Scholarship, Berry College*

Marshall, S. (2017). An Integrative Model of Identity Development in Emerging Adulthood. Paper presented at the annual *Symposium on Student Scholarship, Berry College*

Dillehay, K.*, & **Hughes, A.** (2013). Social Relationships that Impact Life Satisfaction and Social Competence in Emerging Adulthood. Paper presented at the annual *Symposium on Student Scholarship, Berry College*

Godwin, K.,* **Hughes, A.**, & Haney, M. (2011). Using spatial contrast sensitivity to assess form perception in autism. Paper presented at the annual *Symposium on Student Scholarship, Berry College*

Dunn, A.*, & **Hughes, A.** (2010). S-cone increment and decrement detection in patients with ocular hypertension. Presentation given at *Berry College's Scholarship Day*.

McConnell, E.*, & **Hughes, A.** (2005). Factors affecting conformity: Self-Esteem, cohesion, and situations involving teammates vs. strangers. *Poster presented at the annual Excellence in Academics and Scholarship, Nazareth College*

McConnell, E.*, Fahy, R., and **Hughes, A.** (June 2005). The impact of the parent-child relationship on peer victimization and bullying of children who have been in the foster care system. Presentation given at *Buffalo State College's Research Experience for Undergraduates*.

Shorey, S.*, & **Hughes, A.** (2004). The impact of social support, coping, and test anxiety on academic performance. *Poster presented at the annual Excellence in Academics and Scholarship, Nazareth College*

Smith, L.* & **Hughes, A.** (May 2002). Temporal summation of light increments and decrements in the rod and s-cone pathways. *Poster presented at the annual Excellence in Academics and Scholarship, Nazareth College*

Palmesano, D.*, L. & **Hughes, A.** (May 2002). Depression, aggression, and anxiety: Their effects on attitudes towards suicide. *Poster presented at the annual Excellence in Academics and Scholarship, Nazareth College*

Hughes, R.A., Purkiss, T.J., & DeMarco, P.J. (May 2000). The time course of adaptation for stimuli presented along cardinal lines in color space. *Poster presented at the annual Neuroscience Research Day, University of Louisville*.

Hughes, R.A., DeMarco, P.J., & Purkiss, T.J. (March 1999). Detection of luminance increments and decrements on temporally modulated fields. *Poster presented at the annual Neuroscience Research Day, University of Louisville*.

Purkiss, T.J., DeMarco, P.J., & **Hughes, R.A.** (March 1999). Detection of photopic and scotopic increments and decrements as a function of eccentricity. *Poster presented at the annual Neuroscience Research Day, University of Louisville*.

Ball, S.L., **Hughes, R.A.**, Petry, H.M., Seiler, M.J., & Aramant, R. (March 1998). A non-invasive method for evaluation of function in animal models of retinal disease. *Poster presented at the annual Neuroscience Research Day, University of Louisville*.

Hughes, R.A., & Bilotta, J. (April 1996). Determination of chromatic and luminance channels in the zebrafish visual system using an increment threshold technique. *Paper presented at the annual Sigma Xi Conference, Western Kentucky University*.

Hughes, R.A., Patterson, W.F., & Bilotta, J. (November 1996). An analysis of the components that contribute to the Mueller-Lyer illusion using three psychophysical techniques. *Poster presented at the Kentucky and Tennessee Academy of Science Joint Conference*.

Patterson, W.F., **Hughes, R.A.**, & Bilotta, J. (November 1996). Generalization gradients in goldfish: Practice makes perfect. *Paper presented at the Kentucky and Tennessee Academy of Science Joint Conference.*

Stephens, E., **Hughes, R.A.**, Patterson, W.F., & Bilotta, J. (April 1995). A comparison of three psychophysical techniques across line length and the Mueller-Lyer illusion. *Poster presented at the annual Sigma Xi Conference, Western Kentucky University.*

Hughes, R.A., & Bilotta, J. (April 1995). Chromatic properties of the zebrafish, *Brachydanio Rerio*, electroretinogram. *Paper presented at the annual Sigma Xi Conference, Western Kentucky University.*

*Student researcher

MENTORED-STUDENT RESEARCH

Genna Telshow (Fall 2018-Spring 2019). S-cone contrast sensitivity measured using Visual Evoked Potentials

Caroline Stiles. (Fall 2017-Spring 2019). Social Anxiety and the Mirror Neuron System. **2017-2019 George Scholar**

Jessica Kranzlein. (Fall 2017-Spring 2019). Amblyopia and Parallel Visual Channels. **2017-2019 Richards Scholar**

Sarah Beckwith. (Fall 2015-Spring 2017). Attitudes and Perceptions About Eating Disorders on College Campuses. **2015-2017 Richards Scholar**

Sam Marshall. (Fall 2015-Spring 2017). Ethnic Identity Development across Generations: An Insight into the Hispanic Self-Concept. **2015-2017 George Scholar**

Kelsey Dillehay. (Fall 2011-Spring 2013). *The Impact of the Parent-Child Relationship on Peer Victimization.* **2011-2013 George Scholar**

Godwin, K. (Fall 2009-Spring 2011). *Using spatial contrast sensitivity to assess form perception in autism.* **2009-2011 George Scholar**

Dunn, A. (Fall 2008-Spring 2010). *Using psychophysical masking to screen for primary open-angle glaucoma.* **2008-2010 George Scholar**

Buonocore, L. (Fall 2006). College adjustment factors and their effect on romantic relationships.

Flaherty, M. (Fall 2005/Spring 2006). Cutaneous pain thresholds across the menstrual cycle.

Gilmour, N. (Fall 2005). Perceptions of safety among workers in mental health care facilities.

Allen, J. (Fall, 2004). The quality of social and parental relationships on college students' self-esteem.

Rooke, S.I. (Fall, 2003). A correlational study on the relation of sexual arousal and personality traits as defined by the NEO.

McConnell, E. (Fall 2003). Factors affecting conformity: Self-Esteem, cohesion, and situations involving teammates vs. strangers.

Shorey, S. (Spring 2003). A correlation study of coping styles, social support and test anxiety and their impact on academic performance.

Smith, L. (Spring 2002). Temporal summation of light increments and decrements in the rod and s-cone pathways.

Palmesano, D., L. (Fall 2001-Spring 2002). Depression, aggression, and anxiety: Their effects on attitudes towards suicide.

Sniezyk, E. (Spring 2001-Fall 2001) Factors affecting teachers' attributions of student performance in rural and urban school districts.

THESES SUPERVISED

Tew, L (2021). Mental Health and Public Policy. *Unpublished honor's thesis*. Berry College, Mt. Berry, Ga.

Baker, S. (2020). Mental Health Stigma and Implicit Cognition. *Unpublished honor's thesis*. Berry College, Mt. Berry, Ga.

Stiles, C. (2019). Social Anxiety and the Mirror Neuron System. *Unpublished honor's thesis*. Berry College, Mt. Berry, Ga.

Funk, A. (2013). Contextual memory and eyewitness testimony. *Unpublished honor's thesis*. Berry College, Mt. Berry, Ga.

Godwin, K. (2010). Using spatial contrast sensitivity to assess form perception in autism. *Unpublished honor's thesis*. Berry College, Mt. Berry, Ga.

Taylor, J. (2003). Understanding the causes and influencing factors of attention deficit hyperactivity disorder. *Unpublished senior honor's thesis*. Nazareth College, Rochester, NY.

Hawkes, K.A. (2001). Musical psychoacoustics: Are human emotional responses to music the result of learned associations or the innate power of music. *Unpublished senior honor's thesis*. Nazareth College, Rochester, NY.