

ALEXANDRA WOODS LOGUE

alexandra.logue@cuny.edu

Positions Held

Professor Emerita, Center for Advanced Study in Education, CUNY Graduate Center; 2024-

Research Professor, Center for Advanced Study in Education, CUNY Graduate Center; Doctoral Faculty in Psychology (Behavior Analysis Training Area); 2014-2024

Executive Vice Chancellor and University Provost; Professor, Department of Psychology, Queens College; and Doctoral Faculty in Psychology (subprogram in Learning Processes and Behavior Analysis); City University of New York, 2008-2014 (Interim EVC & University Provost 6/08-4/09)

Special Advisor to the Chancellor and Associate University Provost, City University of New York, 2006-2008 (supervision of the University's performance management process and of system-wide academic affairs projects)

Provost, Vice President for Academic Affairs, Chief Academic Officer, Dean of the Faculty, Dean of the Graduate School, and Professor of Behavioral Science, New York Institute of Technology, 2001-2006 (Provost title added 2004)

Dean, Weissman School of Arts and Sciences, Baruch College; Professor, Department of Psychology, Baruch College; and Doctoral Faculty in Psychology (subprogram in Learning Processes); City University of New York, 1995-2001

Chair, Department of Psychology, SUNY Stony Brook, 1992-1995

Visiting Scholar Scientist, Columbia University, 1991-1992

Associate Dean of Social and Behavioral Sciences, SUNY Stony Brook, 1989-1991

Assistant Professor to Professor, Department of Psychology, SUNY Stony Brook, 1978-1995

National Science Foundation Graduate Fellow, Harvard University, 1975-1978

Resident Tutor, Currier House, Harvard University, 1976-1978

Education

1974-1978	Harvard University	Ph.D. In Experimental Psychology
1970-1974	Harvard University	A.B. Magna Cum Laude in Psychology

Honors, Positions, and Service in External Organizations

Learning Evaluation and Recognition for the Next Generation (LEARN) Commission 2024-2025, supported by SOVA and AACRAO

College Course Transfer Project Advisory Panel 2023-Tracking Transfer and Transfer Playbook 2.0 Institution and System Advisory Board 2023-PASE Advisory Council 2023

Beyond Transfer Policy Advisory Board 2021-2025

Logue, Watanabe-Rose, & Douglas (2016) results accepted into federal What Works Clearinghouse 2018

One of top 20 2017 articles in *Education Next*

Most read 2016 Article in *Educational Evaluation and Policy Analysis*

Member, Artstor Board of Trustees, 2016-2018

Member, Ithaka Higher Ed Insights Panel, 2015-present

Member, Ithaka Board of Trustees, 2012-2020

Springside School Distinguished Alumna, 2011

Hake Award, 1996 (Given by Division 25 of the American Psychological Association for Excellence in Bridging Basic and Applied Research)

Science Book of the Year 1995 (Awarded by *Bild der Wissenschaft* for the 1995 German edition of *The Psychology of Eating and Drinking*)

Fellow, American Psychological Association (Divisions 3, 6, and 25)

Fellow, American Psychological Society

Fellow, American Association for the Advancement of Science

Fellow, Psychonomic Society

Golden Key Society (Honorary Member)

Nu Upsilon Tau (Honorary Member)

Phi Eta Sigma (Honorary Member)

Middle States Commission on Higher Education Assessment Task Force 2012

Maricopa Community Colleges Performance Funding National Advisory Council 2012-2013

APA Division 6 Fellows Committee 1999-2001 (Chair 2000-2001)

APA Division 3 Fellows Committee 1995-1998 (Chair 1996-1997)

APA Division 25 Awards Committee 1989-1995

APA Division 25 Executive Committee 1989-1992

APA Division 25 Ad Hoc Committee on the History of Behavior Analysis 1987-1988

SUNY Stony Brook Sigma Xi Executive Committee 1984

Fellowships, Grants, and Other Research Support

ECMC Foundation, “Articulation of Credit Transfer – Expansion Beyond CUNY,” Co-PI, 2022-2025
 Ascendium Foundation, “Expanding Articulation of Credit Transfer Project,” Co-PI, 2022-2025
 Dell Foundation, “Articulation of Credit Transfer – Expansion Beyond CUNY,” Co-PI, 2022-2025
 Heckscher Foundation, “Articulation of Credit Transfer (ACT) – Enhancing CUNY Transfer Explorer 2022-23,”
 Co-PI, 2022-2023; 2023-2024
 Petrie Foundation, “Articulation of Credit Transfer Project (ACT) 2022-2023 Petrie Expansion,” Co-PI, 2022-2023
 Ichigo Foundation, “Articulation of Credit Transfer Project (ACT), Co-PI, 2022-2025
 Heckscher Foundation, “Improving Articulation of Credit Transfer at CUNY – Expansion,” Co-PI, 2020-2022
 Petrie Foundation, “Expanding the Articulation of Credit Transfer Project at CUNY,” Co-PI, 2021-2022
 Heckscher Foundation, “Improving Articulation of Credit and Transfer Student Support at CUNY,” Co-PI, 2019-
 2020
 Mellon Foundation, “Community College Students Majoring in the Humanities: Transfer and Attainment of
 Bachelor’s Degrees,” PI, 2019-2023
 Heckscher Foundation, “Investigation of Transfer Credit Tools for CUNY and Beyond,” co-PI, 2019.
 Institute of Education Sciences, “A Leaky Pipeline: Community College Students and Pathways to the Bachelor’s
 Degree,” PI, 2018-2024
 Teagle Foundation, “PRIME: Project for Relevant and Improved Mathematics Education,” PI, 2016-2020
 Spencer Foundation, “Mainstreaming Remedial Mathematics Students: Effects Over Time and With Different
 Course Types,” PI, 2015-2018.
 Teagle Foundation, “Alignment of Learning Outcomes and Course Sequences for Remedial and Introductory
 College-Level Quantitative Curricula,” PI, 2015.
 Institute of Education Sciences, “Evaluating the Impact of CUNY Start through a Researcher (MDRC) – Local
 Education Agency (City University of New York) Partnership,” Co-PI, 2014-2020
 Spencer Foundation, “Preparation of a Monograph on the Pathways Project,” PI, 2014-2017
 Spencer Foundation, “Mainstreaming Mathematics Remedial Students: A Random Assignment Experiment,” PI,
 2013-2015
 Fund for Public Schools, “New York City Partnership for Teacher Excellence,” PI, 2008-2009 (subcontract). NEH,
 “Darwin and Darwinism: Scientific Theory and Social Construction,” Co-PI, 1995-1998.
 NSF REU and MWRAP Programs (Senior Personnel at SUNY Stony Brook), 1990, 1991, 1992, 1994, 1995.
 McDonnell Foundation (in collaboration with S. Schachter and N. Geary, Columbia University), "The Effects of
 Serotonin on Self-Control," 1989-1992.
 NYS/UUP Experienced Faculty Travel Award, 1987, 1991.
 SUNY Faculty Visitation Program Award, 1990.
 PHS Biomedical Research Support, "Quantitative Models of Choice in Self-Control," PI, 1988-1989.
 NSF, "Quantitative Models of Choice in Human Self-Control," PI, 1985-1988.
 Stony Brook Psychology Department Research Incentive Award, 1983-1984.
 NIMH, "Maintenance of Acquired Self-Control," PI, 1981-1982.
 Stony Brook Psychology Department Research Incentive Award, 1981.
 SUNY University Award Fellowships and Grants-in-Aid, PI, 1980-1982; 1981-1983.
 PHS Biomedical Research Support, "Stimulus Generalization of Illness-Induced Food Aversions," PI, 1978-1981.
 National Science Foundation Graduate Fellow, 1975-1978.
 16 Sigma Xi Grants-in-Aid Awarded to my graduate and senior honors students, 1980-1995.

SPECIAL ADVISOR TO THE CHANCELLOR AND ASSOCIATE UNIVERSITY PROVOST; EXECUTIVE
VICE CHANCELLOR AND UNIVERSITY PROVOST: CUNY CENTRAL OFFICE PROJECTS AND
RESPONSIBILITIES

From 2006 to 2014 I served the City University of New York's central office in several different capacities. First, as Special Advisor to the Chancellor and Associate University Provost, I was responsible for system-wide academic affairs projects as well as CUNY's Performance Management Process (the PMP—the annual evaluation system for all 24 campuses and presidents). Subsequently, beginning June of 2008, as Executive Vice Chancellor and University Provost (Interim until 4/09), I was responsible for leading all central office functions related to academic affairs, including enrollment management, faculty and student research, institutes, institutional research, libraries, partnerships with New York City's Department of Education, and student affairs, while continuing to supervise the PMP. The total central office academic affairs budget is approximately \$100 million. Some particular initiatives in which I played a significant or leading role include the following:

- Assigned peer mentors to each new campus chief academic officer beginning fall 08
- Conducted a randomized controlled trial demonstrating that mainstreaming remedial mathematics students in college-level statistics with extra support results in a higher pass rate than placing those students in remedial mathematics
- Established all-funds budget for the central Office of Academic Affairs
- Established new policy permitting campuses other than the Graduate Center to offer and administer professional doctorates
- Established new phased retirement policy for faculty
- Established new policy prohibiting all tobacco use on CUNY property
- Facilitated approval of the Macaulay Honors College to give joint degrees
- Facilitated approval of over 25 new CUNY Distinguished Professors and identification of the first winners of the Chancellor's Award for Math Instruction
- Facilitated instructional technology through funding hybrid courses and the Academic Commons (a networking site for faculty), approving CUNY's first online graduate degree, serving on the Ithaka online learning committee, and sponsoring CUNY's first conference on the use of technology in teaching math
- Facilitated the founding of Guttman Community College and of the CUNY School of Public Health (including establishment of new MPH tracks, the DPH degree, and CEPH accreditation)
- Facilitated the raising of approximately \$5 million from the Helmsley and Robin Hood Foundations for a randomized controlled trial concerning CUNY's Accelerated Study of Associate Degrees program
- For the Teacher Academy, identified unsustainable costs, paused admissions, appointed a University Working Group to develop a new model, and negotiated continued funding from the Petrie Foundation

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SPECIAL ADVISOR TO THE CHANCELLOR AND ASSOCIATE UNIVERSITY PROVOST;
EXECUTIVE VICE CHANCELLOR AND UNIVERSITY PROVOST:
CUNY CENTRAL OFFICE PROJECTS AND RESPONSIBILITIES (continued)

- Increased the emphasis of the Office of Academic Affairs on evidence and research, including by instituting occasional small-group discussions of important research articles, by identifying evidence-based practices, by initiating many specific qualitative and quantitative research projects, and by helping faculty in multiple disciplines learn how to conduct rigorous research on interventions for increasing student success
- Implemented new CUNY writing assessment test and raised standards for undergraduate math skills
- Increased communications and collaborations via: creation of a website and Listserv for CUNY chief academic officers, establishment of an Office of Academic Affairs newsletter and suggestion box, and wide distribution of minutes of Academic Affairs meetings
- Instituted enrollment management policy changes including, for the first time: establishing enrollment targets for each campus, establishing a waiting list, and giving priority to within-CUNY transfers
- Led CUNY team that obtained approval of the CUNY 2008-2012 Master Plan by the New York State Regents and led CUNY team that wrote the CUNY 2012-2016 Master Plan
- Led CUNY initiative (Pathways) to improve student transfer through establishing a university-wide general education framework, university-wide courses for entry into the largest transfer majors, and transfer credit for all electives
- Member of the bargaining team for the 2007-2010 PSC-CUNY Collective Bargaining Agreement.
- Participated in numerous search committees, including chairing: the search for the Dean of the new School of Public Health, four searches for the Office of Institutional Research and Assessment, the search for the University Dean for Education, and cochairing the search for the Founding President of Guttman Community College
- Performance Management Process (PMP; annual evaluation process for all CUNY campuses): significantly revised measures; made all data public; distributed results more widely; instituted clear consequences for results, including additional monetary consequences; increased participation of all relevant constituencies; developed and implemented an associated campus-wide electronic president evaluation process
- Streamlined a large number of faculty human resources processes
- Supervised the initiation and/or expansion of several university-wide programs that dramatically increase student success and support including ASAP, CUNYStart, and Single Stop.
- Terminated CUNY's own rising junior examination, and instituted administration of the CLA to help assess general education

PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS PROJECTS AND RESPONSIBILITIES

From 2001 to 2006 I served as Vice President for Academic Affairs at New York Institute of Technology (Provost title added in 2004), with responsibilities for NYIT's schools, academic computing, Center for Teaching and Learning with Technology, academic enrichment programs, international and offsite programs, Ellis (online) College, the libraries, the registrar, sponsored programs and research, and the Vocational Independence Program. I was also NYIT's liaison with the faculty collective bargaining unit (AAUP), representing NYIT in grievances and arbitrations. NYIT has approximately 300 full-time and 500 part-time faculty and awards several thousand bachelor's, master's, and doctoral degrees annually, with over 14,000 students in New York, online, and international campuses. My budget was over \$55 million. Some initiatives:

Instruction and Student Services

- Creation of the MyMentor program (a mentoring program for new first-year students)
- Complete renovation of system for student evaluation of teaching
- Development of campus-wide outcomes assessment plans
- Establishment of a central advising office, including videoconferencing
- Establishment of many new programs including DPT and MFA; chaired university curriculum committee
- Establishment of academic advising, externship/internship, and online teaching standards
- First-year experience coordination and upgrading of student services
- Induction of first members into several national honor societies including Phi Eta Sigma and Golden Key
- Multiple successful accreditations including Middle States, ABET, NAAB, NCATE, etc.

Faculty

- Complete revision of internal grant system to rely more heavily on peer review
- Creation of a Faculty Handbook and Faculty Orientation
 - Decrease in teaching load for all faculty
 - Establishment of an annual reception to honor faculty achievements
- Establishment of a sabbatical application procedure
- Institution of workshops for faculty personnel committees and tenure-track faculty
- Lead negotiator for NYIT in a five-year collective bargaining agreement (2002-2007) with the AAUP

Facilities and Technology

- Establishment of online services for students, an Academic Affairs web site, and the SIRSI system
- Establishment of Ellis College, an online college for working adults, partnering with a for-profit company
- Institution of a new faculty workload monitoring system
- Renovation of many laboratory, office, and classroom spaces
- Renovation of the Manhattan campus library in support of a new library service model

Administrative, Community, and Financial

- CoChair Activity-Based Planning/Budgeting Committee that revised NYIT's budgeting system
- CoChair Three-Campus Planning Committee that refocused a campus to save several million \$ annually
- Creation of an Office of International and Offsite Programs, and significant expansion of those programs
- Decentralization of financial control, providing more control to the academic deans
- Establishment of Advisory Boards for NYIT's schools
- Establishment of an Office of Sponsored Programs and Research including policies
- Founded and chair the Columbus Circle Consortium (institutions and corporations around Columbus Circle)
- Institution of many new databases to assist administrative decision making
- NYSED Approval as a Provider of Distance Education
- Termination of several outsourcing contracts improving service and saving close to \$1 million annually

DEAN OF ARTS AND SCIENCES PROJECTS AND RESPONSIBILITIES

From 1995 to 2001 I served as Dean of the Weissman School of Arts and Sciences at Baruch College of the City University of New York. WSAS comprises 12 departments, employs over 200 full-time faculty and 30 staff, and awards close to 300 Bachelor's degrees annually. Each Baruch undergraduate takes at least half of his or her credits in WSAS. WSAS houses several Master's programs and the CUNY Ph.D. program in Industrial/Organizational Psychology. Many WSAS full-time faculty also teach at CUNY's graduate center. The total budget is approximately \$25 million. Below are some of the new projects that I was responsible for as Dean.

Administrative and Fiscal Reorganization and Enhancement

- Greater decentralization of Dean's office funds (funds shifted to department budgets)
- Maintenance of critical department services despite severe budgetary cutbacks
- Negotiation of significant additional funds for department special projects and needs
- Establishment of WSAS Graduate Studies Office
- Restructuring of school budgetary monitoring
- Receipt of significant endowed funds supporting, for example, several endowed professorships
- Support directed to high-quality programs and programs central to WSAS's mission

Faculty

- Institution of yearly reception honoring faculty authors and editors
- Establishment of mentor program for nontenured, tenure-track faculty
- Awarding of Distinguished Professor rank to five faculty
- Awarding of the CUNY new faculty research award to three faculty

Instructional Program Changes

- Establishment of new interdisciplinary area studies minors
- Establishment of undergraduate honors and communications intensive course sections
- Institution of school-wide pedagogical seminars and support services
- Establishment of new interdisciplinary Master's programs involving WSAS, business, and public affairs
- Creation of Dean's Student Advisory Board consisting of Baruch student leaders

Long-Term Planning

- Establishment of a departmental review process
- Faculty approval of first WSAS mission statement
- Submission of a five-year academic plan

Research Program Development

- Creation of a school-wide support structure for obtaining external funds for research
- Increase in reassigned time for faculty research despite severe budgetary cutbacks

Space

- Participation in development of plans for new academic complex
- Rehabilitation of many critical areas in the school, including offices, laboratories, and meeting areas

Technology

- Networking of all WSAS faculty and staff
- Establishment of a school-wide technology support structure and laptop loan program
- Creation of WSAS web site, web-based applications, and electronic newsletter
- Institution of annual CUNY-wide conference on technology and teaching

PSYCHOLOGY DEPARTMENT CHAIR PROJECTS AND RESPONSIBILITIES

From 1992 until 1995 I was Chair of the Department of Psychology at Stony Brook. This department included approximately 40 full-time faculty, over 150 graduate students (the second largest graduate program on campus), approximately 1,000 majors (the largest major on campus), and 10 secretarial and technical staff. The department was divided into five graduate training programs: biopsychology, clinical psychology, cognitive psychology, general experimental psychology, and social/health psychology. Also under the wing of the Psychology Department were the Marital Therapy clinic, the Psychological Center, and the University Preschool (each with its own staff). The total department budget was approximately five million dollars per year, plus external funding of approximately 3 million dollars per year. As Chair, I engaged in a wide variety of projects, and made a number of changes in department policy, some of which are listed below.

Instructional Program Development

- Reaccreditation of Psychology graduate programs
- Revision of Psychology honors program
- Specification and negotiation of Psychology's role in campus-wide new Behavioral Neuroscience initiative
- Implementation of grant for graduate training of minority students
- Facilitation of undergraduate summer science internships, including for minority students
- Institution of a Psychology terminal Masters program
- Educational programs for faculty and graduate students concerning sexual harassment
- Establishment of a task force to improve Psychology teaching

Research Program Development

- Allocation of funds to faculty and graduate students with currently unsponsored research
- Allocation of funds for research-related faculty and graduate student travel
- Return of department indirect cost funds to generating PIs
- Completion of department computer network

Faculty Development

- Institution of Psychology faculty merit awards
- Establishment of a committee to recommend merit-based salary raises
- Implementation of a faculty-developed workload policy
- Faculty recruitment, promotion, and retirement
- Reallocation of department resources according to faculty productivity
- Formulation of a specific short- and long-term department hiring plan

Administrative and Fiscal Reorganization and Enhancement

- Establishment of a long-range planning committee
- Formal evaluation of department administrators
- Solicitation of very first charitable donations to department
- Restructuring of department budgetary monitoring
- Negotiation of additional campus funds for department special projects and needs

Space

- Reallocation of research space according to faculty productivity
- Rehabilitation of Psychology buildings
- Relandscaping of grounds around Psychology buildings

ASSOC. DEAN OF SOCIAL AND BEHAVIORAL SCIENCES PROJECTS AND RESPONSIBILITIES

From 1989 until 1991, I served as the Associate Dean of Stony Brook's Division of Social and Behavioral Sciences, reporting to the Dean of Social and Behavioral Sciences. This division comprises seven departments plus several programs and institutes. During the period that I was Associate Dean, the Division of Social and Behavioral Sciences employed 160 full-time faculty, enrolled 350 graduate students, and awarded close to 1,000 baccalaureate degrees per year. The annual budget was in excess of 12 million dollars, and total external funding for the division approximated three million dollars per year. During my tenure as Associate Dean I was involved in a large variety of projects and had many different responsibilities. My major projects and responsibilities are outlined below. Some of these projects and responsibilities involved working with the Dean of Social and Behavioral Sciences. However, in most cases I worked independently.

Budget and Fund Raising

- Allocation to departments of teaching assistant lines, tuition waiver, and other funds
- Was awarded SUNY Faculty Visitation Grant to study programs at SUNY Binghamton
- Notification of faculty concerning appropriate funding opportunities
- Review of grant application budget requests

Faculty and Staff

- Chair of renewal committee for Institute Director
- Analysis of faculty teaching loads and department secretarial usage

Graduate Education

- Chair of the division's Graduate Committee consisting of all division graduate directors
- Analysis of departments' utilization of teaching assistants
- Development and certification of programs

Undergraduate Education

- Chair of the division's Undergraduate Committee consisting of all division undergraduate directors
- Assistance with programs bringing minority, small-college, and high school students to Stony Brook as summer social science research interns
- Collection, analysis, and dissemination of information concerning a model undergraduate program: SUNY Binghamton
- Coordination of division offerings for the new core curriculum
- Participation in development of faculty advising system

Publicity and Admissions

- Preparation and presentation of verbal and written statements concerning division majors and activities, for use both on campus and externally
- Coordination of programs involving high school students and division researchers

Space

- Analysis, reallocation, and rehabilitation of division space

Data Base

- Constructed and maintained a data base concerning all aspects of the division including faculty, external funding, graduate students, undergraduate students, and space.

COLLEGE-WIDE SERVICE AND COMMITTEES AT BARUCH COLLEGE, CUNY

Member, Committee for National Search for Vice President for College Advancement, 2000-2001
 CoChair, Working Group to Assess Student Advisement Services, 1999-2000
 Chair, Freshman Convocation Committee, 1999
 Supervisor of Baruch College Grants Office, 1998-2001
 Member, Affirmative Action Committee, 1998-2001
 Member, Sexual Harassment Education Committee, 1995-2001
 Member, Advisory Committee on Campus Security, 1997-1998
 Administrative Liaison, Freshman Year/Core Curriculum College Committee, 1996-1998
 Chair, Committee for National Search for Chief Librarian, 1996-1997
 Chair, School Academic Review Committee, 1996-1997
 Chair, Search Committee for Associate Provost, 1996

SERVICE AND COMMITTEES AT SUNY, STONY BROOK

Member, Committee for National Search for Provost, 1994-1995
 Chair, Provost's Ad Hoc Committee for the Review of the Institute of Mineral Physics, 1994-1995
 Member, Provost's Council on Institutes and Centers, 1994-1995
 Chair, Social and Behavioral Sciences Space Committee, 1993-1994
 Member, Center for Behavioral Neuroscience Internal Advisory Board, 1993-1995
 Member, Provost's Research Advisory Group, 1992-1994
 Member, Provost's Ad Hoc Committee for the Review of the Dept. of Neurobiology & Behavior, 1992-1994
 Member, Committee for National Search for Vice President for Research and Graduate Studies, 1992-1993
 Chair, Search Committee for Dean of the Division of Social and Behavioral Sciences, 1991
 University Observer for Promotion and Tenure Case in Fine Arts, 1990-1991
 Member, University Committee for Allocation of Equipment Funds, 1990
 Member, Committee for National Search for Vice Provost for Research, 1990
 Director of Experimental Psychology Program, 1986-1989
 Member, Psychology Department Graduate Committee, 1988-1989
 Member, Ad Hoc Advisory Committee to Psychology Department Chair, 1986-1988
 Chair, Search Committee for Faculty in Cognitive Psychology, 1987-1988
 Member, University Committee to Study University Research Shops, 1987-1988
 Member, Personnel Action Committees for Psychology Department Faculty Members, 1986-1990
 Chair, Psychology Department Teaching Evaluation Committee, 1987
 Member, Search Committee for Faculty in Health Psychology, 1986-1987
 Member, Psychology Department NSF OPAS Committee, 1986-1987
 Member, Univ. Committee for National Search for Psychology Dept. Chair, 1985-1986
 Chair, Psychology Department Grant Committee, 1985
 Founder and Director, Psychology Department Library, 1984-1986
 Member, Psychology Department Undergraduate Curriculum Reform Committee, 1984-1985
 Member, University Committee for National Search for Student Dean, 1982-1983
 Psychology Department Representative to University Senate, 1980-1981
 Chair, Admissions Committee for Experimental Psychology Ph.D. Program, 1979-1985

Editorial Positions

Consulting Editor

Journal of Experimental Psychology: Animal Behavior Processes 1987-2002
Journal of Comparative Psychology 1986-1988

Editorial Board

Psychology Research and Behaviour Management 2008-2018
Journal of the Experimental Analysis of Behavior 1988-1991, 1993-1996, 1999-2002
The Behavior Analyst 1988-1990
Behavior Analysis and Society 1993-2003
Journal of Applied Behavior Analysis 1994-1996

Advisory Board

PsycSCAN: Behavior Analysis & Therapy 1993-2003

Contributing Editor

Nutrition Reviews 1986-1992

Associate

Behavioral and Brain Sciences 1981-present

Ad Hoc Reviewer

ABA EAHB SIG	Journal of College Student Retention: R, T, & P
American Psychologist	Journal of the Experimental Analysis of Behavior
Animal Learning & Behavior	Journal of Experimental Psychology: ABP
Appetite	Journal of Higher Education
Applied Cognitive Psychology	Journal of Research on Educational Effectiveness
Behavior Analyst	Learning and Motivation
Behavioral and Brain Sciences	Macmillan (Publisher)
Behavioral Neuroscience	MDRC
Behaviour Analysis Letters	MIT Press (Publisher)
Behavioural Processes	National Science Foundation Grant Proposals
Biological Psychiatry	Nutrition Reviews
Brooks/Cole (Publisher)	Psychological Bulletin
Brunner/Routledge (Publisher)	Psychological Record
Community College Review	Psychological Review
CUNY Grant Proposals	Psychological Science
Developmental Psychology	Psychopharmacology
EPA Convention Papers	Quantitative Analyses of Behavior
Educational Eval. & Pol. Anal.	Quarterly Journal of Experimental Psychology
Harcourt Brace (Publisher)	Rand Corporation
Journal of Abnormal Psychology	Random House (Publisher)
Journal of Applied Behavior Analysis	Social Sciences and Humanities Science Research
Journal of Behavior Therapy and Experimental Psychiatry	Council of Canada
	Worth (Publisher)

Editor Selection Committee Journal of Experimental Psychology: Animal Behavior Processes 2002

Memberships in Professional Organizations

American Association for the Advancement of Science 1974-present
 American Psychological Association 1978-present
 Psychonomic Society 1981-present
 Association for Psychological Science 1989-present
 American Educational Research Association 2014-present

Major Research Area

Learning and Motivation

Specific Scholarly Interests

Administration and Self-Control
 Cognition and Choice Behavior
 Evolutionary Models of Learning and Motivation
 Food Aversions and Preferences
 History of Behaviorism
 Mathematics Remediation
 Mechanisms of Self-Control and Impulsiveness
 Quantitative Models of Choice
 Student Success and Transfer
 Self-Control and Health

Courses Instructed

Advanced Laboratory in Learning and Performance (undergraduate)
 Freshman Orientation Seminar
 Graduate Research Practicum in Experimental Psychology
 Learning (undergraduate and graduate)
 Psychology of Eating and Drinking (undergraduate and graduate)
 Research Methodology Laboratory (undergraduate)
 Seminar on Pedagogy (undergraduate and graduate)
 Seminar on Self-Control (undergraduate and graduate)
 Statistics (undergraduate and graduate)

Dissertation Committee/Promotion Referee/External Examiner

College of Staten Island, City University of New York
 Columbia University
 Lake Erie College of Osteopathic Medicine
 Northeastern University
 Queens College, City University of New York

University of California, Davis
 University of Delaware
 University of Rochester
 University of New Hampshire
 SUNY College at Brockport

Senior Honors and Masters Theses Supervised

- Diamante, Thomas. 1980. "Taste aversion implications for treating the alcoholic."
- Kabela, Elise. 1982. "An investigation of preference reversal among humans in a self-control paradigm."
- Volpe, Joseph. 1988. "Choice in a self-control paradigm with human subjects: Effects of distractors."
- Ackerman, Kimberly. 1992. "Children's choices in a self-control paradigm: Delayed vs. Nondelayed reinforcers."
- O'Keefe, Cory. 1995. "Cognitive capacity and self-control in humans."

Ph.D. Dissertations Supervised

- Peña-Correal, Telmo. 1983. "The Effects of Different Magnitudes, Delays, and Activities During Delay of Reinforcement on Human and Pigeon Concurrent Performance."
- Rodriguez, Monica. 1985. "Modeling Choice Between Alternative Reinforcers of Varying Sizes and Delays."
- Chavarro, Adolfo. 1987. "Experimental Analysis of Self-Control and Impulsiveness in Adult Humans, Children, and Pigeons."
- King, George. 1989. "Choice in a Self-Control Paradigm: Human Sensitivity to Variations in Reinforcer Amount and Delay."
- Forzano, Lori Bonvino. 1992. "Self-Control and Impulsiveness in Humans: Comparison of Different Reinforcers."
- Tobin, Henry. 1993. "A Quantitative Comparison of Self-Control Across Species (Columba livia, Homo sapiens, Macaca fascicularis, and Rattus norvegicus)."
- Chelonis, John. 1994. "Self-Control in Rats and Pigeons: The Effects of Response and Reinforcer Type."
- Kirk, Jeffrey. 1996. "Possible Factors Affecting Humans' Self-Control for Food: Deprivation Level, Emotion, and Alcohol Consumption."

Additional Volunteer Activities

- Fund Raising, John King for Governor, 2021
 Fresh Air Fund Host, 2010
 MS Bike Rides, 2009, 2010, 2011, 2014
 Member, Harvard 30th Reunion Gift Committee, 2003-2004
 Class Agent, Springside School, Philadelphia, 2002-2004
 Member, National Alumnae Council, Springside School, Philadelphia, 1999-2011
 Member, Radcliffe 20th Reunion Gift Committee, 1993-1994

PUBLICATIONS

Books

- Logue, A. W. (2017). *Pathways to reform: Credits and conflict at The City University of New York*. Princeton, NJ: Princeton University Press. [Excerpts published in *Education Next* and *The Evollution*. Q&A about the book published in *Inside Higher Ed*; see “Papers and Chapters” section below. All net royalties received from book sales are being donated to CUNY undergraduate student financial aid.]
- Logue, A. W. (2015). *The psychology of eating and drinking* (4th ed.). New York: Brunner-Routledge. (Chinese and Korean translations published in 2019.)
- Logue, A.W. (2004). *The psychology of eating and drinking* (3rd ed.). New York: Brunner-Routledge. (Chinese translation published in 2010.)
- Logue, A. W. (1995). *Self-control: Waiting until tomorrow for what you want today*. Englewood Cliffs, NJ: Prentice Hall. (German translation published in 1996.)
- Logue, A. W. (1991). *The psychology of eating and drinking: An introduction* (2nd ed.). New York: Freeman. (Japanese, German, and Chinese translations published in 1994, 1995, and 1996, respectively. German edition named “Science Book of the Year 1995” by the German Science magazine *Bild der Wissenschaft*.)
- Logue, A. W. (1986). *The psychology of eating and drinking*. New York: Freeman. (Listed as 1 of 100 best 1986 science/technical books for general collections by *Library Journal*.)

Papers and Chapters

- Gentsch, K., Oka, Y., Truelsch, S., & Logue, A. W. (2024) The vertical transfer pipeline and its leaks: Tracking students from associate’s programs to bachelor’s degrees. *Journal of Postsecondary Student Success*, 3(2), 18-55. https://doi.org/10.33009/fsop_jpss134267
- Logue, A. W. (2024, December 5). Somewhere over the rainbow: Transfer articulation agreements and alternative credit transfer solutions. *Inside Higher Ed*. <https://bit.ly/3DaQHcF>
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Papers and Chapters (continued)

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Papers and Chapters (continued)

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Papers and Chapters (continued)

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Papers and Chapters (continued)

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- Logue, A. W. (1978). Waiter, there's a phobia in my soup. *Psychology Today*, 12(6), 36.
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- Logue, A. W. (1976). Individual differences in magnitude estimation of loudness. *Perception and Psychophysics*, 19, 279-280. [Reprinted in Beaumont, J. (1988). *Understanding neuropsychology* (pp. 69-71). Oxford: Blackwell.]

CONFERENCE PRESENTATIONS

- Kurzweil, M., Logue, A. W., & Vickery, C. (2024, July 11). Transfer data transparency as a catalyst for change. AACRAO Technology and Transfer Virtual Summit.
- Logue, A. W. (2024, December 13). ALO breakfast invited speaker. Middle States Conference. Philadelphia, PA.
- Logue, A. W. (2024, November 23). Tracking vertical transfer students' credits: Changes in applicability to degree requirements. APPAM Fall Research Conference. National Harbor, MD.
- Logue, A. W., Kurzweil, M., & Wutchiett, D. (2024, February 21). The enormous benefits of credit mobility transparency: CUNY Transfer Explorer as a national model. Presentation at the 2024 National Institute for the Study of Transfer Students Annual Conference, St. Louis, MO.
- Logue, A. W., Wutchiett, D., & Chellman, Colin. (2023, March 24). Predictors of vertical transfer and other measures of college student success during the COVID-19 pandemic. Association for Education Finance and Policy (AEFP) Annual Conference. Denver, CO.
- Logue, A. W., Gentsch, K., Yoo, N., & Chellman, C. (2023, February 1). The true life story of transfer students' credits: the bad and the good. Presentation at the 2023 National Institute for the Study of Transfer Students Annual Conference (virtual).
- Rabinowitz, V., Oka, Y., & Logue, A. W. (2023, February 1). What faculty know (and don't know) about transfer—and why it matters. Presentation at the 2023 National Institute for the Study of Transfer Students Annual Conference (virtual).
- Wutchiett, D., Logue, A. W., & Gentsch, K. (2023, February 3). Students, faculty, and staff views on transfer: Text analysis of 34 focus groups and 35,000 surveys. Presentation at the 2023 National Institute for the Study of Transfer Students Annual Conference (virtual).
- Watanabe-Rose, M., Douglas, D., & Logue, A. W. (2023, June 8). Possible effects of first semester remediation outcome on student persistence and success. National Conference on Acceleration in Developmental Education (CADE) (virtual).
- Logue, A. W., Gentsch, K., Chellman, C., & Wutchiett, D. (2022, February 24). Student views: Information for decreasing the leaks in the transfer pipeline. Paper presented at the 2022 National Institute for the Study of Transfer Students Annual Conference (virtual).
- Conrad, C., Kurzweil, M., Logue, A. W., & Barlatt, D. V. (2022, October 18). Giving credit where credit is due: an exploration of articulation of credit transfer (ACT). Grantmakers for Education Annual Conference. Austin, Texas.
- Gentsch, K., Yoo, N. & Logue, A. W. (2022, February 2-4). Longitudinal analysis of transfer students. Poster presented at the 2022 National Institute for the Study of Transfer Students Annual Conference (virtual).

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Conference Presentations (continued)

- Sutcliffe, S., Condliffe, B., & Logue, A. W. (2022, March 28). Barriers to student success and opportunities for improvement in the college transfer process. Presentation in the panel: Shaping the Conditions for Course Selection and Transfer. APPAM Annual Conference.
- Logue, A. W. (2021, July 23). Solving for equity. Presentation at Academic Affairs Summer Meeting of the American Association of State Colleges and Universities.
- Logue, A. W., Douglas, D., Watanabe-Rose, M. (2021, June 10). The seven-year itch: Long-term positive corequisite remediation results and growing irritation with resistance to remediation reform. Paper presented at the 2021 CADE Conference.
- Logue, A. W., (2020, February 6). Accessing data for transfer advocacy : How to build cross-campus coalitions. Participant in panel at the Annual Meeting of the National Institute for the Study of Transfer Students. Atlanta, Georgia.
- Logue, A. W., & Gentsch, K. (2020, February 6). Survey of staff at 19 colleges : Services that help and hinder transfer student success. Paper presented at the Annual Meeting of the National Institute for the Study of Transfer Students. Atlanta, Georgia.
- Logue, A. W. (2020, January 8). Community colleges, transfer to bachelor's programs, and equity. Presentation at the Annual Institute for Education Sciences Principal Investigators Meeting. Washington, D.C.
- Logue, A. W. (2019, November 22). Corequisite math remediation. Paper presented at the Center for the Analysis of Postsecondary Readiness's (CAPR's) 2019 conference, "Reimagining Developmental Education." New York, NY.
- Logue, A. W. (2019, January 10). Working together to inform policy and practice. Participant in panel at the Institute of Education Sciences' (IES) Annual Principal Investigators Meeting. Washington, D.C.
- Logue, A. W. (2018, April). Pathways to higher education reform. Paper presented at the Annual Conference of the American Education Research Association. New York, NY.
- Logue, A. W. (2018, February). [Pathways to Change: A Contemporary Examination of Transfer Policy at CUNY](#). Participant in panel at the Annual Conference of the National Institute for the Study of Transfer Students. Atlanta, GA.
- Logue, A. W. (2018, November 5). Math equity ideals & realities : A legal & policy dialogue. Participant in panel at The Mathematics of Opportunity Conference. Berkeley, CA.

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Conference Presentations (continued)

Logue, A. W., Douglas, D., & Watanabe-Rose, M. (2018, June 15). Three-year effects of corequisite remediation with college-level statistics. Paper presented at the Conference on Acceleration in Developmental Education. Washington, D.C. <http://alp-deved.org/2018/06/three-year-effects-of-corequisite-remediation-with-college-level-statistics/#more-4967>

Brathwaite, J., & Logue, A. W. (2018, June 15). CUNY Start: An alternative approach to addressing students with the greatest remedial need. Paper presented at the Conference on Acceleration in Developmental Education. Washington, D. C.

Logue, A. W., & Watanabe-Rose, M. (2017, November). Students assessed as needing developmental (remedial) algebra are more likely to graduate if they take college-level statistics instead. Paper presented at the Annual Conference of the Association for the Study of Higher Education. Houston, TX.

Watanabe-Rose, M., & Logue, A. W. (2017, November). Mathematics remediation reforms in states and university systems: Using data to influence policy changes. Paper presented at the 39th Annual Fall Research Conference of the Association for Public Policy Analysis and Management (APPAM). Chicago.

Logue, A. W., Watanabe-Rose, M., & Douglas, D. (2017, January). Students assessed as needing remedial algebra: Their challenges and how evidence can help us overcome those challenges. Presentation at the 4th Annual Bronx Community College Conference on Community College Excellence. New York, NY

Ecevit, O., Logue, A. W., Stachelek, A., & Walker, R. (2017, April). PRIME: Project for Relevant and Improved Mathematics Education. Presentation at the 97th Annual Conference of the American Association of Community Colleges. New Orleans, LA.

Logue, A. W., Watanabe-Rose, M., Licwinko, S., Walker, R., Tyner-Mullings, A., Dias, O., & Wolfe, K. (2016, April). Remedial mathematics and beyond: A faculty-led project for curriculum alignment and streamlining of quantitative requirements at community colleges. Panel held at the First Annual LaGuardia Community College Developmental Mathematics Conference. New York, NY.

Logue, A. W., & Watanabe-Rose, M. (2015, April). *Remedial Mathematics Students: A Randomized Controlled Trial Comparing Traditional Remediation and Introductory Statistics*. Paper presented at the annual meeting of the American Educational Research Association (AERA). Chicago, IL.

Watanabe-Rose, M., Logue, A. W., & Douglas, D. (2016, June 18). Mainstreaming remedial mathematics students: Follow-up on a random assignment experiment. Presentation at the 8th Annual Conference on Acceleration in Developmental Education. Baltimore, MD.

Logue, A. W., Watanabe-Rose, M., & Douglas, D. (2015, November). *Students assessed as needing remedial mathematics: Policy implications of a randomized controlled trial examining the effects of mainstreaming*. Paper presented at the Annual Fall Research Conference of the Association for Public Policy Analysis & Management. Miami, FL.

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Conference Presentations (continued)

- Logue, A. W., & Watanabe-Rose, M. (2014, June). *Mainstreaming Remedial Mathematics Students: A Random Assignment Experiment at the City University of New York*. Annual National Conference on Acceleration in Developmental Education. Baltimore, MD.
- Watanabe-Rose, M., & Logue, A. W. (2014, September). *Mainstreaming Remedial Mathematics Students in Introductory Statistics: Results Using a Randomized Controlled Trial*. ETS and the National Urban League Symposium. Princeton, NJ.
- Logue, A. W., & Watanabe-Rose, M. (2014, September). *Mainstreaming Remedial Mathematics Students in Introductory Statistics: Results Using a Randomized Controlled Trial*. Paper presented at the Society for Research in Educational Effectiveness Annual Fall Conference. Washington, D.C.
- Logue, A. W. (2012, June). *Glass ceilings, labyrinths, and turbulent times: Factors facilitating successful passage*. Keynote address given at the Long Island/Manhattan Women in Higher Education Chapter of the American Council of Education Diversity Initiative. New York, New York.
- Logue, A. W. (2011, March). *Assessing all angles: Evaluating campuses and presidents at the City University of New York*. Panelist at the annual meeting of the American Council on Education, Washington, D.C.
- Logue, A. W. (2010, May). *Using data to enhance higher education at the City University of New York*. Paper presented at the Action Analytics Symposium: Advancing the National Agenda, St. Paul, MN.
- Logue, A. W., & Ondrus, S. (2009, June). *Performance management in a university system: The City University of New York*. Paper presented at the annual meeting of the National Consortium for Continuous Improvement in Higher Education, Boston, MA.
- Logue, A. W. (2008, October). *The academic context of knowledge dissemination: Career and institutional issues*. Paper presented at the American Psychological Association's Science Leadership Conference, Tempe, Arizona.
- Logue, A. W. (2005, April). *Effects of food preferences and aversions on healthy eating*. Paper presented at the Milken Institute Global Conference, Los Angeles, California.
- Logue, A. W., and Scannell, J. (2004, October). *Data-driven retention strategies*. Paper presented at the College Board Forum, Chicago, Illinois.
- Logue, A. W. (2002, May). *Behavior systems analysis applied to higher education*. Invited discussant for symposium at the meeting of the Association for Behavior Analysis, Toronto, Canada.
- Logue, A. W., & Anderson, Y. D. (2001, May). *Self-Control, impulsiveness, and higher education administration*. Invited address presented at the meeting of the Society for the Quantitative Analysis of Behavior, New Orleans, LA.
- Logue, A. W., & Anderson, Y.D. (2000, May). *Choice behavior of higher education administrators: Relationships with delayed outcomes*. Paper presented at the meeting of the Association for Behavior Analysis, Washington, DC.

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Conference Presentations (continued)

- Logue, A.W., & Anderson, Y.D. (1998, May). *Self-control and impulsiveness in higher education administrators*. Paper presented at the meeting of the Association for Behavior Analysis, Orlando, FL.
- Chelonis, J., & Logue, A.W. (1997, May). *Effects of response type on pigeons' sensitivity to variation in reinforcer amount and reinforcer delay*. Paper presented at the meeting of the Association for Behavior Analysis, Chicago, Illinois.
- Logue, A.W. (1997, July). *Self-control and drug abuse*. Presentation at National Institute on Drug Abuse Workshop: New Opportunities in Behavioral and Pain Research on Aids and Drug Abuse. Rockville, Maryland.
- Logue, A.W. (1997, August). *Impulsive behavior and drug abuse: The role of reinforcer discounting*. Paper presented at the meeting of the American Psychological Association, Chicago, Illinois.
- Kirk, J. M., & Logue, A. W. (1996, April). *Differences in dieters' and nondieters' emotional lability and self-control for food*. Paper presented at the meeting of the Eastern Psychological Association, Philadelphia, PA.
- Kirk, J. M., Logue, A. W., Mao, J., & Chelonis, J. J. (1996, May). *Using conditioned reinforcers to increase self-control*. Poster presented at the meeting of the Association for Behavior Analysis, San Francisco, CA.
- Logue, A. W. (1996, August). *Higher education: View from the self-control laboratory*. Paper presented at the meeting of the American Psychological Association, Toronto, Ontario.
- Kirk, J. M., & Logue, A. W. (1995, April). *Effects of deprivation level on humans' self-control for food*. Paper presented at the meeting of the Eastern Psychological Association, Boston, MA.
- Logue, A. W. (1995, May). *Addiction and food consumption*. Paper presented at the Conference on Addiction, Oslo, Norway.
- Logue, A. W. (1995, November). *Eating too much and too little: Self-control and food consumption*. Paper presented at the meeting of the Southeastern Association for Behavior Analysis, Charleston, SC.
- Kirk, J. M., & Logue, A. W. (1995, November). *Effects of current mood on adult humans' self-control for food*. Poster presented at the meeting of the Southeastern Association for Behavior Analysis, Charleston, SC.
- Logue, A. W. (1994, February). *Ethics of psychological research with nonhuman subjects*. Paper presented at the meeting of the Council of Graduate Departments of Psychology, New Orleans, LA.
- Logue, A. W. (1994, May). *Quantitative measurement of self-control: Use of the matching law with an adjusting procedure*. Paper presented at the Society for the Quantitative Analysis of Behavior, Atlanta, GA.

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Conference Presentations (continued)

- Chelonis, J. J., & Logue, A. W. (1994, April). *Choice behavior in rats: Effects of reinforcer delay, amount, and type*. Paper presented at the meeting of the Eastern Psychological Association, Providence, RI.
- Forzano, L. B., & Logue, A. W. (1994, May). *Self-control and impulsiveness in preschool age children: Effects of food preferences*. Paper presented at the meeting of the Association for Behavior Analysis, Atlanta, GA.
- Kirk, J. M., & Logue, A. W. (1994, May). *Self-control in adult humans: Effects of counting and timing on choice*. Poster presented at the meeting of the Association for Behavior Analysis, Atlanta, GA.
- Chelonis, J. J., & Logue, A. W. (1993, April). *Rats' sensitivity to variation in amount and delay of reinforcement*. Paper presented at the meeting of the Eastern Psychological Association, Arlington, VA.
- Forzano, L. B., & Logue, A. W. (1993, April). *Self-control in adult humans: Effects of food preferences*. Paper presented at the meeting of the Eastern Psychological Association, Arlington, VA.
- Logue, A. W. (1993, May). *Self-control, impulsivity, and drug abuse*. Paper presented at the meeting of the Association for Behavior Analysis, Chicago, IL.
- Forzano, L. B., & Logue, A. W. (1993, May). *Self-control in preschool age children: Effects of food preferences*. Poster presented at the meeting of the Association for Behavior Analysis, Chicago, IL.
- Bonvino, L. J., & Logue, A. W. (1992, April). *Self-control in adult humans: Effects of time of reinforcement delivery*. Paper presented at the meeting of the Eastern Psychological Association, Boston, MA.
- Tobin, H., & Logue, A. W. (1992, April). *Matching and maximizing in a self-control paradigm: A cross-species comparison*. Paper presented at the meeting of the Eastern Psychological Association, Boston, MA.
- Chelonis, J. J., King, G., Tobin, H., & Logue, A. W. (1992, May). *The effect of variable delays on self-control*. Poster presented at the meeting of the Association for Behavior Analysis, San Francisco, CA.
- Bonvino, L. J., & Logue, A. W. (1991, April). *Self-control in adult humans: A comparison of sensitivity to reinforcement variation using qualitatively different reinforcers*. Paper presented at the meeting of the Eastern Psychological Association, New York, NY.
- Tobin, H., & Logue, A. W. (1991, April). *Matching and maximizing in a self-control paradigm: A cross-species comparison*. Paper presented at the meeting of the Eastern Psychological Association, NY, NY.
- Logue, A. W. (1991, May). *Mechanisms of self-control in people and other animals*. Invited address presented at the meeting of the Association for Behavior Analysis, Atlanta, GA.
- Bonvino, L. J., Ackerman, K., & Logue, A. W. (1991, May). *Variables related to self-control in preschool children: Age, language ability, and sensitivity to reinforcer amount and delay*. Poster presented at the meeting of the Association for Behavior Analysis, Atlanta, GA.

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Conference Presentations (continued)

- Bonvino, L. J., Tobin, H., & Logue, A. W. (1991, May). *Adult humans' choice behavior in a self-control paradigm: Independence of the amount and delay ratios in the generalized matching law*. Poster presented at the meeting of the Association for Behavior Analysis, Atlanta, GA.
- Tobin, H., & Logue, A. W. (1991, May). *Endogenous stimulation and the analysis of response form as matching behavior*. Poster presented at the meeting of the Association for Behavior Analysis, Atlanta.
- Logue, A. W. (1991, August). *Self-control in humans and other animals: Behavior and mechanisms*. Invited address presented at the meeting of the American Psychological Association, San Francisco, CA.
- Bonvino, L. J., & Logue, A. W. (1990, March). *Predictors of adult humans' choice behavior in a self-control paradigm using food as the reinforcer*. Paper presented at the meeting of the Eastern Psychological Association, Philadelphia, PA.
- Dermit, S., Logue, A., Pickering, T., Katkin, E., Miller, R., Velting, A., & Friedman, R. (1990, April). *Cardiovascular reactivity, overt behavior and perceived stress under an operant conditioning paradigm*. Poster presented at the meeting of the Society of Behavioral Medicine, Chicago, IL.
- Dermit, S., Katkin, E. S., Pickering, T. G., Logue, A., Miller, R., & Friedman, R. (1990, August). *Operant behavior and cardiovascular reactivity: Is behavioral style pathogenic?* Poster presented at the meeting of the American Psychological Association, Boston, MA.
- King, G. R., & Logue, A. W. (1989, March). *Choice in a self-control paradigm: Effects of reinforcer quality*. Paper presented at the meeting of the Eastern Psychological Association, Boston, MA.
- Bonvino, L. J., King, G. R., & Logue, A. W. (1989, May). *Choice in a self-control paradigm with human subjects: Individual differences when food is the reinforcer*. Poster presented at the meeting of the Association for Behavior Analysis, Milwaukee, WI.
- King, G. R., & Logue, A. W. (1989, May). *Choice in a self-control paradigm with human subjects: Effects of interruption probability and interruption duration*. Poster presented at the meeting of the Association for Behavior Analysis, Milwaukee, WI.
- Logue, A. W. (1989, August). *Self-control in pigeons and humans: Waiting until tomorrow for what you want today*. Invited address presented at the meeting of the American Psychological Association, New Orleans, LA.
- Logue, A. W. (1988, May). *Watson's behaviorist manifesto: Past positive and current negative consequences*. Paper presented at the meeting of the Association for Behavior Analysis, Philadelphia.
- King, G. R., Bonvino, L., & Logue, A. W. (1988, May). *Choice in a self-control paradigm with human subjects: Effects of alcohol consumption*. Poster presented at the meeting of the Association for Behavior Analysis, Philadelphia, PA.

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Conference Presentations (continued)

- King, G. R., & Logue, A. W. (1988, May). *Choice in a self-control paradigm with human subjects: Sensitivity to variation in reinforcer amount*. Poster presented at the meeting of the Association for Behavior Analysis, Philadelphia, PA.
- Volpe, J. S., King, G. R., & Logue, A. W. (1988, May). *Choice in a self-control paradigm with human subjects: Effects of distractors*. Poster presented at the meeting of the Association for Behavior Analysis, Philadelphia, PA [Awarded Certificate of Merit in Experimental Analysis of Human Behavior Poster Session.]
- Chavarro, A., King, G. R., & Logue, A. W. (1987, May). *Impulsiveness in humans: a laboratory analogue*. Poster presented at the meeting of the Association for Behavior Analysis, Nashville, TN.
- Chavarro, A., & Logue, A. W. (1987, August). *Experimental analysis of impulsiveness and self-control in preschool children*. Poster presented at the meeting of the American Psychological Association, New York, NY.
- Chavarro, A., Logue, A. W., & Rachlin, H. (1987, April). *Pigeons' impulsiveness in a naturalistic environment*. Paper presented at the meeting of the Eastern Psychological Association, Arlington, VA.
- Logue, A. W., & Rodriguez, M. L. (1987, June). *Signal detection and matching: Analyzing choice on concurrent schedules*. Paper presented at the Tenth Harvard Symposium on Quantitative Analyses of Behavior: Signal Detection, Cambridge, MA.
- Logue, A. W. (1986, May). *Pigeon's time window and self-control*. Invited address presented at the meeting of the Association for Behavior Analysis, Milwaukee, WI.
- Chavarro, A., & Logue, A. W. (1986, April). *Discrimination between concurrent variable-interval schedules*. Paper presented at the meeting of the Eastern Psychological Association, New York, NY.
- King, G. R., & Logue, A. W. (1986, May). *Choice in a self-control paradigm: Effects of changeover delay duration*. Poster presented at the meeting of the Association for Behavior Analysis, Milwaukee, WI.
- Rodriguez, M. L., & Logue, A. W. (1986, April). *Adjusting delay to reinforcement using pigeons and humans*. Paper presented at the meeting of the Eastern Psychological Association, New York, NY.
- Logue, A. W. (1985, May). *An experimental analysis of self-control*. Invited address presented at the meeting of the Association for Behavior Analysis, Columbus, OH.
- Logue, A. W., & Chavarro, A. (1985, November). *Absolute vs. relative values of reinforcement as determinants of choice*. Paper presented at the meeting of the Psychonomic Society, Boston, MA.
- Rodriguez, M. L., & Logue, A. W. (1985, March). *Assessment of the interaction between amount and delay of reinforcement*. Paper presented at the meeting of the Eastern Psychological Association, Boston, MA.
- Rodriguez, M. L., & Logue, A. W. (1985, May). *Adjusting delay to reinforcement in a choice procedure with human subjects*. Poster presented at the meeting of the Association for Behavior Analysis, Columbus.

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Conference Presentations (continued)

- Logue, A. W. (1984, April). *Conditioned food aversion learning in humans*. Paper presented at the New York Academy of Sciences Conference on Conditioned Food Aversions, New York, NY.
- Logue, A. W., & Rodriguez, M. L. (1984, April). *Choice by adult human subjects in a self-control paradigm using positive reinforcement*. Paper presented at the meeting of the Eastern Psychological Association, Baltimore, MD.
- Peña-Correal, T. E., & Logue, A. W. (1983, April). *Responding during the delay in a self-control paradigm*. Paper presented at the meeting of the Eastern Psychological Association, Philadelphia, PA.
- Peña-Correal, T. E., & Logue, A. W. (1983, May). *Self-control and responding during reinforcer delay*. Poster presented at the New York Academy of Sciences Conference on Timing and Time Perception, New York, NY.
- Mauro, B. C., & Logue, A. W. (1982, April). *The facilitation of self-control: Fading along the dimension of shock delay*. Paper presented at the meeting of the Eastern Psychological Association, Baltimore, MD.
- Logue, A. W., Rodriguez, M. L., Peña-Correal, T. E., & Mauro, B. C. (1982, June). *Quantification of individual differences in self-control*. Paper presented at the Harvard Symposium on Quantitative Analyses of Behavior: The Effect of Delay and of Intervening Events on Reinforcement Value, Cambridge, MA.
- Logue, A. W. (1981, November). *Effects of experience on self-control*. Paper presented at the meeting of the Psychonomic Society, Philadelphia, PA.
- Logue, A. W. (1980, June). *Acquisition of illness-induced food aversions in humans*. Paper presented at the Harvard Symposium on Quantitative Analyses of Behavior: Acquisition, Cambridge, MA.
- Logue, A. W. (1978, March). *Generalization of the conditioned stimulus in taste aversion learning*. Paper presented at the meeting of the Eastern Psychological Association, Washington, D. C.

OTHER INVITED COLLOQUIA, TALKS, LECTURES, WEBINARS, PODCASTS, and INTERVIEWS
(partial list)

- CUNY faculty views: Transfer facts, myths, and hurdles. Invited presentation to the Bronx Transfer Affinity Group. 2024, November 12.
- Respondent at Petrie Foundation Convening. 2024, July 31, New York, NY.
- Improving transfer student success. Invited speaker at JFEW (Jewish Foundation for the Education of Women) board meeting. April 16, 2024.
- What can students tell us about transfer? Results from a survey of over 31,000 CUNY students. Invited presentation to the Bronx Transfer Affinity group. 2024, March 3.
- The articulation of credit transfer (ACT) project. Presentation to the New York State Transfer and Articulation Association Downstate Meeting. (2023, November 30). With C. Buonocore, N. Calhoun, & E. Tichenor.
- Invited presentation on transfer to the Education Writer's Association. (2023, September 7). University of California, Riverside.
- A National Example of Streamlined Transfer: Lessons From New York. (2023, April 25). Invited presentation to California's AB 928 Committee. Long Beach, CA.
- Campus Approach to Transfers: A Bad Business Model. (2023, May 18). Office Hours with Dr. De Veau. <https://podcasts.apple.com/au/podcast/office-hours-with-dr-de-veau/id1632752214>
- Community College Transfers Derail Students. WCBS interview. Host: Budd Mishkin. (2023, May 2). <https://www.cbsnews.com/sacramento/news/community-college-wasted-credits/>
- CUNY Transfer Research & CUNY Transfer Explorer (T-Rex) Updates. (2023, June 28). Commission on Independent Colleges and Universities.
- What really happens to CUNY students' credits when they transfer? (2023, June 15). CUNY Advising Summit.
- A National Example of Streamlined Transfer: Lessons from New York. (2023, April 25). Presentation to the California AB928 Committee.
- Remediation and transfer: Interactions and complications. (2022, June 6). Presentation to the Transfer and Credit Mobility Foundation Funders Group.
- Understanding CUNY transfer pathways, tools, & resources. (2022, June 1). Commission on Independent Colleges and Universities Transfer Initiative.
- Results from student survey on transfer. (2022, May 6). CUNY-wide Advising Summit.
- Transfer survey outcomes. (2022, April 8). CUNY-wide Academic Momentum 2.0 meeting.

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Other Invited Colloquia, Talks, Lectures, and Interviews (partial list) (continued)

Facilitating vertical transfer: What information do we need, how do we get it, and how do we use it? (2022, March 31). Commission on Independent Colleges and Universities Transfer Initiative Statewide Convening.

AB 705 Math research continues. (2022, March 18). California Acceleration Project.

Part II: Lasting impacts: Longitudinal results after seven years from a study on coreq with statistics. (2022, November 22). Complete College America on the Air. Podcast.
<https://anchor.fm/completecollegeamerica/episodes/Part-II-Lasting-Impacts-Longitudinal-Results-afterSeven-Years-from-a-Study-on-Coreq-with-Statistics-e1aib7b>

Part I: Lasting impacts: Longitudinal results after seven years from a study on coreq with statistics. (2022, November 22). Complete College America on the Air. Podcast.
<https://anchor.fm/completecollegeamerica/episodes/Part-I-Lasting-Impacts-Longitudinal-Results-afterSeven-Years-from-a-Study-on-Coreq-with-Statistics-e1aiamu>

Corequisite Math Remediation. (2021, May 21). College Completion Network Spring Meeting. IES and AIR.

Corequisites at scale—lessons learned. (2021, April 6). Corequisite collaborative network. University of Texas at Austin. Charles A. Dana Center.

Corequisite remediation. (2021, April 12). Presentation to Michigan Developmental Education Work Group.

Remedial math. (2019, August 29). The Academic Minute. A WAMC National Production. Available at:
<https://academicminute.org/2019/08/alexandra-logue-graduate-center-of-the-city-university-of-new-yorkremedial-math/>

Presentation on Corequisite Mathematics Remediation. (2019, July 23). Student Success Working Group. Office of the Secretary of Higher Education, Montclair, NJ.

Co-Req Works: CUNY Research Demonstrates Success with Co-Requisite Mathematics. (2019, February 8). Panelist for Webinar “Beyond Math and English: Addressing Non-Cognitive Issues in a Co-Requisite Classroom.” Michigan Center for Student Success, Michigan Community College Association.

Three-year effects of corequisite remediation with college-level statistics. (2018, November 30). Higher Education Policy Seminar Series, CUNY Office of Policy Research. New York, NY.

Effects of corequisite remediation with statistics. (2018, October 11). Network for College Success Remediation Reform Event. Graduate NYC. New York, NY.

This week in California education: Episode 73, September 8, 2018. (2018, September 8). *Edsource* Podcast. Available at: <https://edsource.org/podcast/this-week-in-california-education-episode-73-september-8-2018>

Three-year effects of corequisite remediation with college-level statistics: Webinar. (2018, August 30). Complete College America webinar. Available at
https://www.youtube.com/watch?v=wE9dEJU_Cg&t=343s

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Other Invited Colloquia, Talks, Lectures, and Interviews (partial list) (continued)

- Overview of research from the field. (2018, August 23). College Board Workshop: Research on Promising Developmental Education Reforms to Improve Student Outcomes. New York, NY.
- Higher education opportunities and strategies for success in college: Research in action at CUNY and beyond. (2018, April 25). Behavioral Healthcare Grand Rounds. North Central Bronx Hospital.
- Welcome for Mathematics Faculty Workday on Corequisite Remediation. (2018, March 9). California State University. (remote video presentation)
- Pathways to reform. (2017, December 14). Community College Research Center. New York, NY
- Reforming remediation. (2017, Spring). *Education Next* Podcast. Available at: <http://educationnext.org/reforming-remediation-college-students-mainstreamed-success-cuny/>
- Study: Should students assessed as needing remedial mathematics take college-level quantitative courses instead? A randomized controlled trial. (2016, June 22). Video interview for the American Educational Research Association. Available at: <https://www.youtube.com/watch?v=EwcYIzbvuGo>
- The Psychology of Eating and Drinking. (2016, June 21). Presentation at The Leadership Connection. New York, NY.
- Seen at 11: Growing number of adults suffer from food disgust. (2015, June 16). CBS New York. <http://newyork.cbslocal.com/2015/06/16/food-disgust-extreme-picky-eaters/>
- Pathways. (2015, June 12). Community College Research Center. New York, NY
- What we eat and why we eat it. (2015, February 2). Podcast: <http://www1.cuny.edu/mu/podcasts/2015/02/02/what-we-eat-and-why-we-eat-it/>
- Redefine and Reform: Remedial Mathematics Education at CUNY. (2014). Presentation at CUNY 2014 Mathematics Conference (with Mari Watanabe-Rose). New York, NY.
- Increasing College Student Success: Two Behavior Analysts in the CUNY Central Office. (2014). Queens College, CUNY, Behavior Analysis Colloquium Series (with Mari Watanabe-Rose). New York, NY
- Behavior Analysis and Higher Education Administration (2008). Queens College, CUNY, Learning Processes and Behavior Analysis Colloquium. New York, NY.
- The Psychology of Eating and Drinking. (2006). Presentation as part of Wellness Panel, Springside School, Philadelphia, PA, including interview shown on Action News 6ABC TV.

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Other Invited Colloquia, Talks, Lectures, and Interviews (partial list) (continued)

CUNY administration, union at odds over 'Pathways' initiative. (2013, March 21). WNYC.

<http://www.wnyc.org/story/277405-blog-cuny-administration-union-odds-over-pathways-initiative/>

Proposal to ease transfers stirs controversy at CUNY. (2011, May 2). WNYC.

<http://www.wnyc.org/story/127369-proposal-ease-transfers-stirs-controversy-cuny/>

The Psychology of Eating and Drinking. (2010). Presentation to high school students at the OCA-NY conference "Empower Youth with Healthy Choices." New York, NY.

Choice and Management. (2005). Presentation at King Abdullah Hospital, Jordan University of Science and Technology, Irbid, Jordan, as part of the 2005 Delegation of the Association of Behavior Analysis to Jordan.

Self-Control and Food. (2002). Presentation at Translational Grant Meeting, New York Psychiatric Institute.

Studying Self-Control Outside of the Box. (2000). Symposium Chair. Association for Behavior Analysis, Washington, DC.

City University of New York. (1999). Several interviews for NY1 Television. New York, NY.

Higher Education Administration: A View From the Self-Control Laboratory. (1998). Presented to the Psychology section of the New York Academy of Sciences.

Factors in Higher Education Decision Making. (1997). American Council on Education Fellow Closing Seminar. Washington, D.C.

Self-Control and Food Consumption. (1996). Queens College, CUNY, Learning Processes Colloquium. New York, NY.

Should students assessed as needing remedial mathematics take college-level quantitative courses instead? A randomized controlled trial. (January 2016). Presentation at MDRC (with Mari Watanabe-Rose and Daniel Douglas). New York, NY.

Job Equality Begins at Home. (1995). Keynote Address for Symposium for Girls Exploring Mathematics and Science to Promote Gender Equity. State University of New York at Stony Brook, Stony Brook, NY.

Food Cravings. (1995). Interview for ABC TV Eyewitness News. New York, NY.

Self-Control and Food Consumption in Humans and Other Animals. (1995). Columbia University Seminar on the Psychobiology of Animal Cognition. New York, NY.

Critical Issues in Graduate Education and Research. (1994). Boston College. Boston, MA.

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Other Invited Colloquia, Talks, Lectures, and Interviews (partial list) (continued)

The Psychology of Eating and Drinking. (1993). Springside School Beeler Lecture. Philadelphia, PA.

Self-Control: Waiting Until Tomorrow for What You Want Today. (1992). Brooklyn College New York, NY.

Self-Control in Rats, Pigeons, and Humans: Models and Mechanisms of Choice Behavior. (1991). Japanese Society for Animal Psychology. Tokyo University. Tokyo, Japan.

Self-Control: Waiting Until Tomorrow for What You Want Today. (1990). SUNY Binghamton Psychology Department Colloquium. Binghamton, NY.

Self-Control: Waiting Until Tomorrow for What You Want Today. (1989). CUNY Staten Island College Psychology Department Colloquium. New York, NY.

Self-Control in Pigeons and Humans: Waiting Until Tomorrow for What You Want Today. (1989). CUNY Queens College Psychology Department Colloquium. New York, NY.

Food Preferences and Aversions in Humans. (1989). Indiana University Psychology Department Colloquium. Bloomington, IN.

Self-Control in Pigeons and Humans: Waiting Until Tomorrow for What You Want Today. (1989). Indiana University Psychology Department Colloquium. Bloomington, IN.

Self-Control: Waiting Until Tomorrow for What You Want Today. (1989). University of Health Sciences/The Chicago Medical School. North Chicago, IL.

Taste. (1989). Radio Interview for WNYC. New York, NY.

Food Preferences and Aversions. (1989). BASH Public Miniconference, National Eating Disorders Week. St. Louis, MO

Self-Control in Pigeons and Humans: Waiting Until Tomorrow for What You Want Today. (1988). University of Michigan Evolution and Human Behavior Program Colloquium. Ann Arbor, MI.

Food Preferences and Aversions in Humans. (1988). University of Connecticut Chemoreception Program Colloquium.

Food Preferences and Aversions in Humans. (1987). University of Nebraska Psychology Department Seminar.
Lincoln, Nebraska.

Self-Control in Pigeons and Humans: Waiting Until Tomorrow for What You Cannot Have Today. (1987). University of Nebraska Psychology Department Colloquium. Lincoln, Nebraska.

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Other Invited Colloquia, Talks, Lectures, and Interviews (partial list) (continued)

- The Psychology of Eating and Drinking. (1987). Radio Interview for CFOS. Owen Sound, Ontario, Canada.
- Food Preferences and the Family. (1987). Symposium/Workshop on Eating Behavior and Eating Disorders. St. Luke's Hospital, New York.
- The Psychology of Eating and Drinking. (1986). Pelham Junior League. Pelham, NY.
- The Psychology of Eating and Drinking. (1986). Radio Interview for WUSB. Stony Brook, NY.
- Food Preferences and Aversions in Humans. (1986). The Monell Chemical Senses Center Seminar Series. Philadelphia, PA.
- Food Preferences and Aversions in Humans. (1986). Queens College Colloquium. New York, NY.
- Human Food Preferences. (1985). The Cuisine Group. Philadelphia, PA.
- Self-Control in Pigeons and Humans: Waiting Until Tomorrow for What You Cannot Have Today. (1984). Rutgers University Psychology Department Colloquium. New Brunswick, NJ.
- It Makes Me Sick: Determinants of Food Aversions and Preferences. (1983). Temple University Psychology Department Colloquium. Philadelphia, PA.
- Self-Control in Pigeons and Humans: Waiting Until Tomorrow for What You Cannot Have Today. (1983). Temple University Learning Lunch. Philadelphia, PA.
- Individual Differences in Self-Control. (1980). Columbia University Learning Lunch. New York, NY.

ADDITIONAL INFORMATION

Additional reports about my research and policy efforts have appeared in such publications as *Administrator*, *American Council on Education Blog*, *Boston Globe*, *Chicago Tribune*, *Chronicle of Higher Education*, *Chronicle of Higher Education Teaching Newsletter*, *Cosmopolitan*, *Cosmos*, *CUNYMatters*, *Daily Lumina News*, *Diverse Issues in Higher Education*, *Family Circle*, *Financial Times*, *Inside Higher Ed*, *Los Angeles Times*, *McCalls*, *Monitor on Psychology*, *New York Times*, *Newsday*, *Oakland Tribune*, *Politico*, *Psychology Today*, *Public Source*, *Science*, *Science Daily*, *Self*, *SUM: Research Innovation, and Creativity at CUNY*, *The Australian*, *The Hechinger Report*, and the *Washington Post*.

Website: <http://awlogue.com>

Twitter/X: @LexaLogue