

Karyn Plumm
Curriculum Vitae



EDUCATION

Ph.D., Experimental Psychology (Cognate: Higher Education Teaching & Learning), 2006,
University of North Dakota

M. A., General Psychology, 2004, University of North Dakota

B. A., Psychology (*Magna Cum Laude*), 2000, University of North Dakota

ADMINISTRATIVE AND ACADEMIC APPOINTMENTS

The University of North Dakota is a Carnegie R1 Public Institution, that enrolls over 15,000 students (including about 3,000 graduate students) and employs 700 faculty and over 1600 staff members. UND offers over 250 fields of study, including almost 100 undergraduate majors, over 60 master's programs, almost 40 doctoral programs, two professional programs (medicine and law), and a specialist diploma program in educational leadership.

Vice Provost for Undergraduate Studies and Student Success, Academic Affairs, March 2020 – Present

The units reporting to the Vice Provost for Undergraduate Studies and Student Success include Essential Studies (UND's general education program), professional academic advising, the Experiential Learning Center (career services, undergraduate research, and study abroad programs), the Academic & Career Exploration team, student disability resources and academic support, tutoring, testing services, and the Honors program. In addition to providing mentoring and supervision of staff in these units and responsibility for their budgets, I am also responsible for undergraduate curriculum and annual academic program review. I work closely to support student success with the academic Deans, University Registrar's Office, University Analytics and Planning, Strategic Enrollment Management and Admissions, Online Education, Information Technology, and the Teaching Transformation and Development Academy.

Accomplishments:

- Led the effort to change our primary advising tool to a product that includes predictive analytics. This effort required collaboration across the university and is intended to improve efficiency of work by advisors as well as persistence for students.
- Moved Student Disability Resources to Academic Affairs to better collaborate with academic support provided. This allows for students who are struggling that may not meet accommodation eligibility requirements to be directly connected with services like study skills, motivation, tutoring, or time management.

- Collaborated with another institution to write a legislative bill requesting funding to establish a Governor's School experience for high-achieving sophomore and junior high school students across the state. Led the development and implementation of the experience on UND's campus once funding was approved. Served as PI on the grant from the ND Department of Public Instruction awarded for \$250,000.
- Developed and implemented an Experiential Learning Center to provide access to all students for internships, employment (including student employment), research assistantships, teaching assistantships, access to project-based and international learning, study abroad, and accelerate to industry graduate student connections. Collaborated with the Vice President for Research Office to request funding under the State of ND's Diversification of Research Grant to employ undergraduate students participating in research. These opportunities now mirror students engaging in internship so that students receive pay and academic credit. This change has led to more equitable engagement of UG students in research.
- Led efforts to increase career services and profile of services across campus. This resulted in the Student Fee Committee increasing support for career mentors and career services staff. We have been able to better align career services and academic advising to best serve all students, especially students in transition.
- Led efforts to create 2+2 plans with community colleges both in our 11-school system as well as with regional community colleges. This effort included working with faculty on revisiting course equivalencies and developing programs connections that would ensure student success and not create barriers in transition. We are currently in the process of improving our transfer student website and updating our collaboration agreements with dozens of two-year schools.
- Developed proposal to better place incoming students into the correct math course. Identified alignment of tuition dollars to fund a math placement exam that would align with the courses and learning goals of our Department of Mathematics. Worked with faculty in the department and the Dean of the College of Arts & Sciences to approve the placement exam. Worked with University Information Technology and the Registrar's Office to seamlessly integrate math placement information into our student information system for advisor use. This proposal was approved and is being implemented for Fall 2021 incoming students.
- Worked in collaboration with academic and student affairs partners to develop continuity plans in light of COVID-19 to ensure academic and student services remained available to students while keeping health and safety a priority. This included shifting work responsibilities, communicating updates and guidance to faculty, staff, and students, and helping to ensure contact tracing was occurring and classroom safety protocols being followed.
- Served as Co-Captain with the Dean of the College of Arts & Sciences for the realignment to the UND Strategic Plan Goal #1: To Provide a Strong Liberal Arts Foundation.

Director of Essential Studies, January 2019 – February 2025

Essential Studies (ES) is UND's undergraduate general education program composed of six learning goals. As director, I supported and facilitated the University Senate Essential Studies Committee composed of 12 faculty members from each college/school at UND. The committee is charged with validating courses for Essential Studies designation, considering student petitions, and vetting proposals for ES changes. As director, I also led Essential Studies assessment in collaboration with the director for university assessment and accreditation and the University Assessment Committee. Following a program review in Fall 2024, we worked to hire a full-time Director in order to ensure capacity to carry out the duties associated with maintaining and updating the program. This Director now reports to me.

Accomplishments:

- Led a full academic program review for Essential studies, including an on-site visit from external reviewers.
- Worked with the Essential Studies Senate Committee to integrate a newly approved policy requiring a digital literacy learning outcome at all institutions across the system.
- Worked with the Assistant Registrar to move the listing of ES courses from a separate and self-maintained webpage to the academic catalog. Housing the ES validated courses in the catalog provides easier navigation for students when choosing courses for ES or within their program of study.
- Worked with the College of Engineering and Mines on a proposal to allow for ES waivers for students returning for a second bachelor degree. This proposal was approved by both the ES Committee and University Senate.
- Worked with the University Registrar and Academic Core Advisors on two proposals. One to streamline the waivers for transfer students with an associate of arts or associate of science degree. Previously the waivers varied by institution and were confusing. This proposal was approved by the ES Committee and University Senate. The second was to establish student waitlists in our registration system so that waitlist processing was automatic and simpler for students to use. This proposal was approved by the Academic Policies Committee and by University Senate.
- Updated the validation/revalidation survey to improve reviews for courses on the basis of learning goals. This also served to improve the ES Committee inter-rate reliability during norming sessions for course review.
- Updated the student petition process to provide improved guidelines for students completing a petition as well as training for advisors on helping students to prepare petition to the ES Committee.
- Currently leading efforts with the ES Committee to establish a process to assess prior learning for ES learning goals and requirements.
- Updated the WICHE Passport block for UND to better align with the typical amount of credit hours for the Passport program.

Assistant Vice Provost for Student Success, Academic Affairs, November 2018 – March 2020

The units reporting to the Assistant Vice Provost for Student Success included professional academic advising, career services, learning services and tutoring, veteran and military services,

testing services, the international center and study abroad programs, and ROTC programs. In addition to mentoring and supervising directors and staff and responsibility for their budgets, I also conducted and oversaw academic program reviews across campus. I also served as the VPAA designee for Essential Studies (until January 2019 when I was appointed as Director) and engaged with all committee duties including student appeals decisions, validation and revalidation of courses, and assessment of learning outcomes. I was and continue to serve as the President's designee for the administrative procedures petitions which serve to make decisions about academic petitions on various issues across campus. I was the ND Passport State Facilitator for the WICHE Interstate Passport. I was and continue to be the VPAA designee for the University Curriculum Committee and as such oversee all new curriculum requests as well as any curricular changes submitted across campus. I have been actively involved in the Provost's rapid response and leadership teams. I served as project manager for Goal 1 of the University Strategic Plan, overseeing and implementing action items related to ensuring a strong undergraduate liberal arts education.

Accomplishments:

- Led efforts to create a collaborative model for academic advising which includes a centralized group of Academic Core Advisors (ACAs) who work in partnership with local college professional advisors. The ACAs report to me and work in collaboration with the Director for Student Academic Success and Career Engagement. They supervise some advisors on campus and are responsible for providing central information to all advisors and advising support staff as well as providing regular advisor development training. This model helped to increase retention rates by 3% from Fall 2019 (78.1%) to Fall 2020 (81.3%). Following the decline in retention during COVID, it has consistently come back up. Current retention rates (Fall 2023) are at 83.4%
- Responsible for rolling annual program review of undergraduate programs (degrees and certificates) across campus. I collaborate with the Associate Dean for Graduate Studies who oversees the graduate program review. All undergraduate programs are reviewed every five years except where there is external accreditation where we then align our reviews with that cycle.
- Worked with the Senior Vice Provost and Provost to realign units in Academic Affairs, creating Student Academic Success and Career Engagement which includes academic student services from new student transition to career services. The result of this more integrated unit was enhanced coordination and communication to support student success.
- Hired a transfer coordinator responsible for easing the transfer process for students and helping to establish transfer agreements with two-year institutions as well as the AU-ABC program with the Community College of the Air Force. This led to approval of 5 programs in the AU-ABC program and we continue to expand these programs.

Associate Dean for Academic Success, College of Arts & Sciences, March 2015 – November 2018

The College of Arts & Sciences is the largest college at UND, home to 18 academic departments including the arts, social sciences, natural sciences, and the humanities, as well as several interdisciplinary programs. In this role I was responsible for all decisions related to out-of-the-norm student registration and requests to walk early or late in a commencement ceremony. I

served as the liaison for the Arts & Sciences Student Appeals Committee and as such met with students about academic and other grievances they wished to appeal. I was the College contact person for all curriculum-related issues. I served as the Dean's designee for Essential Studies Committee. I supervised all professional advising within the College and as such helped to coordinate advising that better serves students in health-related disciplines and general studies. I worked with advisors during orientation for Arts & Sciences, Undecided Students, and First Generation specific orientation sessions. I served as a College Tenant Administrator for Starfish, our student success platform, and helped to integrate the use of Starfish as the primary advising tool in the College. I also directed the Interdisciplinary Health Studies, General Studies, Forensic Science, Women and Gender Studies, and Social Science programs including supervising, evaluating, and mentoring faculty and facilitating curricular improvements and assessment.

Accomplishments:

- I helped to grow a professional advising team within the College, including the addition of faculty advisors which assisted with increased retention.
- I developed and directed the Arts & Sciences Peer Mentor program that enhanced student retention in the college.
- Worked with the Dean and other Associate Deans to help develop a five-year college strategic plan.
- Implemented and directed probation program to help ensure student struggling academically were utilizing needed resources which led to improved student retention in the college.
- Served as a McNair Scholars reviewer and received the Friend of UND TRIO Programs award in 2019.

Director of Undergraduate Programs, Department of Psychology, August 2009 – August 2015

The Department of Psychology at UND has a multidimensional mission to provide quality undergraduate and graduate education, student advisement at both the baccalaureate and post-baccalaureate levels, teacher education for graduate students pursuing higher education positions, and a high level of faculty and student scholarship. As Director of Undergraduate Programs in the Department of Psychology I was responsible for the curriculum for the traditional/on campus BA and BS in psychology, and an online-only program for the BA in psychology. I was also responsible for academic advising for the department and serving as chair for the Department Undergraduate Curriculum Committee. I chaired the Department of Psychology Curriculum Committee for many years. I completed all student learning and experience assessments for the Department, including writing assessment, specific skills/abilities, and opportunities for engagement (e.g., research, internships).

Accomplishments:

- I was instrumental in the success of the undergraduate online program by ensuring that students could complete all necessary degree requirements from a distance; this included creating courses that met specific needs.

- I initiated and completed a curriculum overhaul as the APA recommendations for undergraduate education changed; this included identifying the differences in learning outcomes and assessment between the BA and BS degrees offered.
- I successfully created a position for a professional advisor for all majors.

Associate Professor, Department of Psychology, August 2013 – Present

Assistant Professor, Department of Psychology, August 2009 – August 2013

Instructor, Department of Psychology, August 2006 – August 2009

During my faculty appointments in the Department of Psychology I taught over 150 course sections on a 3-2 load while maintaining research and service productivity. I supervised student research projects at the undergraduate and graduate level. I served as Honors Undergraduate Thesis Advisor for 2 students and as a committee member for 7 others. I served as the Individual Project Advisor for our online, non-thesis graduate program for 24 graduate students. I served as the MA/MS Thesis advisor for 5 graduate students and on the committee for 11 other Master's students. I served as the Dissertation Committee Advisor for 3 students and on the committee for 12 other PhD candidates.

Accomplishments:

- Friend of TRIO Award (2019).
- The Department received the Departmental Excellence in Teaching Award for the 2015-2016 academic year.
- Nominated for Outstanding Faculty Academic Advisor Award
- Recipient of the 2014 Christina Maslach-Philip Zimbardo Research Award in Social Psychology: Stone, K., Austin, A., & Plumm, K.M. (2014). Public Perceptions of Sexual Assault: Military vs. Civilian. Presented at Western Psychological Association Annual Conference in Portland, OR.
- Recipient of UND Spirit Award which recognizes demonstrated leadership in service, philanthropy, community involvement, and academics in 2013.
- Received Student Technology Fee Committee grant for Department Purchase of Laptop Computers for Student Use in Lab Courses (\$23,794.74) in 2013.
- Nominated for Outstanding Faculty Academic Advisor Award in 2012.
- Nominated for Outstanding Faculty Academic Advisor Award and Outstanding Undergraduate Teaching Award in 2011.
- Recipient of Online Summer Instructional Development Professorship from Office of Instructional Development (\$4,000) in 2010 and 2011.
- Recipient of Graduate Research Professorship from Graduate School (\$3,500) in 2010.

Adjunct Instructor, Department of Psychology, North Dakota State University, Fargo ND 2007

North Dakota State University is a land grant institution that enrolls over 12,000 students (under 2,000 graduate) and employs over 600 faculty and over 1,800 staff. I taught Developmental Psychology, Research Methods I, and Research Methods II at NDSU for two semesters.

Adjunct Instructor, Department of Psychology, Concordia College, Moorhead MN, 2006

Concordia College is a four-year liberal arts private college in Moorhead, MN. Concordia offers over 120 programs of study. I taught Introduction to Psychology and Developmental Psychology at Concordia for two semesters.

PROFESSIONAL DEVELOPMENT AND SERVICE

Western Interstate Commission for Higher Education, Invited Presentation at Annual Conference, April 2024. Kilgore, J., Plumm, K., and Tanglen, R. (2024). Using a Collaborative Approach to Address Rural Recruitment and Retention for Students and Faculty. Honolulu, HI.

National Associate of Student Financial Aid Administrators, Invited Presentation at annual conference, February 2024. Kilgore, J., Plumm, K., and Tanglen, R. (2024). Thriving Against the Odds: Strategies for Boosting Enrollment and Retention at a Rural Flagship University. Washington, D.C.

Higher Education Resource Services (HERS) Leadership Institute, 2022-2023. The HERS Leadership Institute is a year-long transformational, leadership development program for women in higher education, founded to fill leadership pipelines across the United States with dynamic women, each capable of ushering their respective institutions into a more inclusive and equitable future. Participants are asked to share their vision of leadership and what they hope to contribute to their respective institutions and are then challenged to develop the skills to actualize their professional vision. As a non-competitive space, participants are also encouraged to champion the growth of other participants. Alumnae of the HERS Leadership Institute (HLI) emerge better-skilled and more confident in leading with their unique voice, providing a much-needed infusion of bold, new leadership to their respective institutions.

Team lead for Gardner Institute Equity in Retention Academy, 2021. The Equity and Retention Academy is a structured, 5-week academy that will prepare institutional teams to conduct an evidence-based, equity-focused student retention planning process for their institution. With a goal of improving retention and using evidence to ensure that race, ethnicity, and family income are no longer the best predictors of retention and student success. I wrote and submitted the proposal to the Gardner Institute's Retention Equity Academy and recruited a cross unit team including members from student affairs, analytics & planning, career & academic advising, and diversity & inclusion.

Team lead for AAC&U General Education and Assessment Institute, 2020. The Institute on General Education and Assessment (IGEA) provided campus teams with opportunities to refine and advance general education programs and their assessment. As team lead, I wrote our proposal, recruited a cross unit team including the past faculty chair of the Essential Studies Committee, the current faculty chair of the Essential Studies Committee, the Director for University Analytics and Planning, and the Assistant Director for New Student Transition and Advising. We worked as a team, virtually, to attend synchronous sessions both with the institute, meeting with institute advisors, and with each other to develop a streamlined version of our Essential Studies Program. We presented information on the future of general education to a campus-wide panel including the University Task Force for the Future of General Education.

Harvard Institute for Management and Leadership in Education, 2019. I applied and was accepted as a member of the Institute for Management and Leadership in Education (MLE) designed for experienced administrators who are responsible for thinking strategically about their institutions' change agendas. The two-week program provided me with the opportunity to meet with higher education leaders across the globe and we worked in teams for many of the aspects of the program that consisted of leaders at various levels (e.g., deans, vice provosts, directors). I learned a lot about the differences and sameness across institutions and was able to use some of the techniques specific to change leadership in developing the collaborative advising model I implemented at my institution which required a significant culture shift across campus as well as support from all areas across campus.

Team lead for AAC&U Summer Institute: High Impact Practices and Student Success 2017. I led the submission of the UND proposal to attend the Institute on High-Impact Practices and Student Success. I recruited faculty members across the four broad areas in the College of Arts & Sciences: the Department Chair for Art & Design (Fine Arts), a faculty member in the Department of English (Humanities), the Undergraduate Programs Director for Psychology (Social Sciences), and a faculty member in the Department of Biology (Math & Sciences) to participate in this week long institute. We created a presentation specific to our campus on incorporating additional high-impact practices in teaching and upon return to our institution, presented the same presentation to our executive team and chairs in the College of Arts & Sciences. As a result, several of the recommendations were adopted and are still used today (i.e., in the way we define and develop HIPS courses).

WICHE ND Passport Facilitator. Interstate Passport® is the only nationwide network of institutionally accredited, nonprofit, public and private two- and four-year institutions dedicated to the block transfer of lower-division general education attainment based on multi-state faculty-developed learning outcomes and proficiency criteria instead of on specific courses and credits. Students of member institutions experience a seamless, efficient and economical transfer process. As ND's facilitator, I was responsible for collaborating with other institutions in the state of ND to promote and encourage use of the Interstate Passport

WICHE Passport Faculty Liaison for Society & the Individual. Interstate Passport's learning outcomes encompass nine knowledge and skill areas that map to the LEAP Essential Learning Outcomes developed by the Association of American Colleges and Universities and that correspond to findings resulting from WICHE's research on general education in its region. As the faculty liaison, I worked with other faculty liaisons across the country to establish learning outcomes for the human society and the individual requirement of the Interstate Passport.

Institutional Service

University of North Dakota:

2021-2022	Vice President for Student Affairs Hiring Committee
2021-2022	First Year Experience Exploratory Group
2021-present	Advisory council and Implementation Team for Student Portal
2021-2023	Board Member, UND Representative, American College of Norway
2020-2023	University Senate Scholarly Activities Committee
2020-2022	Co-captain Strategic Plan, Goal 1: Provide a Strong Liberal Arts Foundation

2020	Data Core Curriculum Workgroup
2019	UND Online Planning Workgroup
2019-present	VPAA representative, University Curriculum Committee
2019-present	Essential Studies representative, University Assessment Committee
2018-2019	UND voting member, ND General Education Council
2018-present	University Senate Student Academic Standards Committee
2018-present	President's Appointee, University Senate Administrative Procedures Committee
2018-2020	ND State Facilitator, WICHE Interstate Passport
2017-2018	College Representative, First Year Experience Task Force
2017-present	Provost's Representative, University Curriculum Committee
2017-2020	Project Manager, Strategic Plan Implementation Team, Goal 1
2015-2017	Dean's Representative, Essential Studies Committee
2017	Committee Member, Nontraditional Student Recognition Award
2016-2019	UND 1 st g Initiatives Working Group
2015-2016	Faculty Representative for WICHE Interstate Passport: Human Society and the Individual
2015	Registrar Hiring Committee
2015	Essential Studies Director Hiring Committee
2014	Undergraduate Academic Advising Working Group
2014-2015	Strategic Optimization and Alignment Review Task Force Member
2012-2014	Faculty Member, USAT Review/Revision Committee, University SEC
2011	RDC Grant Writing Seminar Mentee; Research Development and Compliance
2009-Present	Full Member, Graduate Faculty

College of Arts & Sciences:

2015-2017	College Representative, Scholarships Committee
2015-2018	Strategic Enrollment Management Committee
2015-2018	McNair Scholars Review Committee
2015-2018	College Representative, College Curriculum Committee
2015-2018	College Representative, Student Appeals Committee
2015	College Approver, SOAR initiative
2015	Arts & Sciences Advisor Hiring Committee
2015	Communication Program Advisor Hiring Committee
2010-2011	Faculty Member, Women and Gender Studies Curriculum Committee
2009-present	Faculty Member, Women and Gender Studies Affiliates

Department of Psychology:

2014-2015	Author, SOAR initiative
2013-2014	Chair, Department Resource Committee
2013-2013	Chair, Appeals Committee
2009-2015	Member, Department Resource Committee
2011-2012	Faculty Member, Tenure & Promotion Revision Committee

2011-2012	Faculty Member, Evaluation Committee
2011-2015	Faculty Member, Undergraduate Curriculum Committee
2008-2011	Chair, Undergraduate Curriculum Committee

TEACHING AND RESEARCH

I have taught undergraduate and graduate courses both on campus and online. Courses developed and taught include Introduction to Psychology, Developmental Psychology, Introduction to Personality, Industrial & Organizational Psychology, History & Systems of Psychology, Research Method I, Research Methods II, Psychology of Women, Special Topics in Psychology: Sexual Orientation & Gender Identity, Social Psychology, Diversity Psychology, Graduate Special Topics: Sexual Orientation, Gender Identity, and the Law, Practical Experiences in Psychology, Individual Research, Advanced Individual Research, Teaching Assistant Seminar, Tutoring in Psychology, Cooperative Education in Psychology, Independent Study, Readings in Psychology, Supervised Graduate Fieldwork, Introduction to Peer Mentoring, Internship, and Introduction to University Life.

Peer-Reviewed Publications

*=graduate student; +=undergraduate student

Plumm, K.M. & Borgen, B.K. (2023). Academic Core Advising: The Best of Both Worlds. *Academic Advising Today*. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Academic-Core-Advising-The-Best-of-Both-Worlds.aspx>

Plumm, K.M. & *Leighton, K. (2019). Sexual orientation- and gender-bias motivated violent crime. In M. Miller & B. Bornstein (Eds.) *Advances in Psychology and Law, Volume 4*.

*Uhl, C. A., *Rhyner, K. J., Terrance, C. A., & Plumm, K. M. (2017) Perceptions of stalking: The influence of threat level and victim response. *Violence & Victims*, 32(2), 299-310.

Plumm, K.M., *Sommer, S., *Uhl, C. & *Stone, K. (2016). Single parent seeking single parent? The effects of parental and previous relationship status on perceptions of online dating profiles. *Journal of Relationships Research*, 7, 1-12.

*Borhart, H. & Plumm, K.M. (2015). The effects of sex offender stereotypes on potential juror beliefs about conviction, victim blame, and perceptions of offender mental stability. *Applied Psychology in Criminal Justice*, 11(3), 207-219.

*Hanson, B.L., Terrance, C.A. & Plumm, K.M. (2015). Parents as both perpetrator and victim: Blame and punishment in a case of child neglect. *Applied Psychology in Criminal Justice*, 11(3), 162-184.

Plumm, K.M., +Potter, S. & Terrance, C.A. (2015). Perceptions of bias-motivated assault against bisexual individuals. *Journal of Bisexuality* 15:2, 248-267. DOI: 10.1080/15299716.2015.1022275

Plumm, K.M., *Austin, A., & Terrance, C.A. (2014). Not all hate crimes are created equal: An examination of the roles of ambiguity and expectations in perceptions of hate crimes. *Current Psychology*, 33, 321-364. DOI: 10.1007/s12144-014-9215-8

*Austin, A., Plumm, K.M., Terrance, C.A. & Terrell, H.K. (2013). No halos for sex offenders: An examination of the effects of appearance and gender on the perceptions of sex offenders. *Applied Psychology in Criminal Justice*, 9, 124-136.

Plumm, K.M., *Austin, A. & Terrance, C.A. (2013). Perceptions of sex offenses: Impacts of gender of perpetrator and victim. *American Journal of Forensic Psychology*, 31(4), 55-72.

Plumm, K.M. & Terrance, C.A. (2013). Gender-bias hate crimes: What constitutes a hate crime from a potential juror's perspective? *Journal of Applied Social Psychology*, 43, 1468-1479.

*Sommer, S., Plumm, K.M., & Terrance, C.A. (2013). Perceptions of younger single adults as a function of their gender and number of children. *Journal of General Psychology*, 140(2), 87-109.

Terrance, C.A, Plumm, K.M. & Kehn, A. (2013). Battered women who kill: Impact of expert testimony and timing. *Psychology, Psychiatry, and Law*. DOI:10.1080/13218719.2013.773846

Terrance, C.A, Plumm, K.M. & *Rhyner, K. (2012) Expert testimony in cases involving battered women who kill: Going beyond the battered woman syndrome. *North Dakota Law Review*, 88(4) rev. 921.

Weatherly, J. & Plumm, K.M. (2012). Delay discounting as a function of intrinsic/extrinsic religiousness, religious fundamentalism, and regular church attendance. *Journal of General Psychology*, 139, 117-133.

Plumm, K.M., *Borhart, H., & Weatherly, J.N. (2012). Choose your words wisely: Delay discounting of differently titled social policy issues. *Behavior and Social Issues*, 21, 26-48.

Plumm, K.M., *Nelson, K. & Terrance, C. A. (2012). A crime by any other name: Effects of media reporting on perceptions of sex offenses. *Journal of Media Psychology*, 17, 1-29.

Weatherly, J., Plumm, K. M. & Derenne, A. (2011). Delay discounting and social policy issues. *The Psychological Record*, 61, 527-546.

Terrance, C.A., Plumm, K.M., & +Thomas, S. (2011) Perceptions of domestic violence in heterosexual relationships: Impact of victim gender and history of response. *Partner Abuse*, 2, 208-223.

Plumm, K.M., Terrance, C.A., +Henderson, V.R. & +Ellingson, H. (2010). Victim Blame in a hate crime motivated by sexual orientation. *Journal of Homosexuality*, 57, 267-286.

Plumm, K.M., & Terrance, C.A. (2009). Battered women who kill: The impact of expert testimony and empathy induction in the courtroom. *Violence Against Women*, 15, 186-205.

Plumm, K. M. (2008). Technology in the classroom: Burning the bridges to the gaps in gender-biased education? *Computers and Education*, 50, 1052-1060.

Terrance, C.A., Plumm, K.M., & Little, B. (2008). Maternal blame: Battered women and abused children. *Violence Against Women*, 14, 870-885.

Weatherly, J. N., Plumm, K.M., Smith, J.R., & Roberts, W.A. (2002). On the determinants of induction in responding for sucrose when food-pellet reinforcement is upcoming. *Animal Learning and Behavior*, 30, 315-329.

Weatherly, J.N., Himle, M.B., Plumm, K.M., & Moulton, P.M. (2001). Three tests of 'anticipatory responding' as an account for induction produced by upcoming food-pellet reinforcement. *Behavioral Processes*, 56, 49-66.

Professional Presentations

Stone, K. & Plumm, K.M. (2015). Perceptions of cleric sex offenders. Presented at Western Psychological Association annual conference in Las Vegas, NV.

Sommer, S. & Plumm, K.M. (2015). The effects of gender, parental status, and previous relationship status on the perceptions of online dating profiles. Presented at Society for Personality and Social Psychology annual conference in Long Beach, CA.

Stone, K., Austin, A., & Plumm, K.M. (2014). Public Perceptions of Sexual Assault: Military vs. Civilian. Presented at Western Psychological Association Annual Conference in Portland, OR. *Recipient of the 2014 Christina Maslach-Philip Zimbardo Research Award in Social Psychology.*

Austin, A. & Plumm, K.M. (2014). Impact of location on acceptance of fan-related violence at sporting events. Presented at Western Psychological Association Annual Conference in Portland, OR.

Borhart, H. & Plumm, K.M. (2014) The effects of social support on perceptions of the victim and defendant in a sexual offense scenario. Presented at Western Psychological Association Annual Conference in Portland, OR.

Potter, S., Plumm, K.M., & Terrance, C.A. (2014). Bias-motivated assault: Perceptions of the victim in a hate crime based on sexual orientation. Presented at Western Psychological Association Annual Conference in Portland, OR.

Plumm, K.M., Sommer, S. & Terrance, C.A. (2013). Perceptions of single adults as a function of gender and parental status. Presented at Society for Personality and Social Psychology Conference in New Orleans, LA.

Sommer, S. & Plumm, K.M. (2013). Perceptions of sex offenders: Impact of type of sex offense, history of sexual abuse, and frequency of offense. Presented at Society for Personality and Social Psychology Conference in New Orleans, LA.

Austin, A., Plumm, K.M., Terrance, C.A. & Terrell, H.K. (2013). No halos for sex offenders: No Halos for Sex Offenders: An Examination of the Effects of Appearance and Gender on the Perceptions of Sex Offenders. Presented at Society for Personality and Social Psychology Conference in New Orleans, LA.

Lee, E., Rhyner, K., Terrance, C.A. & Plumm, K.M. (2012). Attitudes toward lesbians, gay men, bisexual women and men. Presented at Northern Lights Psychology Conference, Grand Forks, ND.

Eagen, L., Terrance, C. & Plumm, K.M. (2012). Evaluation outcomes of self-defense training for women. Presented at Northern Lights Psychology Conference, Grand Forks, ND.

McGurran, K., Kuhn, J., Jensen, J., Terrance, C.A. & Plumm, K.M. (2012). Perceptions of police officer behavior and the role of gender-based stereotypes. Presented at Northern Lights Psychology Conference, Grand Forks, ND.

Felling, G., Terrance, C. A. & Plumm, K.M. (2012). Failure to protect: Domestic violence and perceptions of child neglect. Presented at Northern Lights Psychology Conference, Grand Forks, ND.

Sharkey, C., Mitchell, T & Plumm, K.M. (2012). The Impact of Education and Gender on Criminal Recidivism Among Drug Court Clients. Presented at Northern Lights Psychology Conference, Grand Forks, ND.

Austin, A., Plumm, K.M. & Terrance, C.A. (2012). Perceptions of Sex Offenses: Effects of Gender of Perpetrator and Victim. Presented at Western Psychological Association, Los Angeles, CA.

Austin, A., Thomas, S, Plumm, K.M. & Terrance, C.A. (2011). Factors influencing perceptions of bias-motivated crime based on sexual orientation. Presented at Midwestern Psychological Association, Chicago, IL.

Plumm, K.M. (2009). Symposium: Sexual orientation-based hate crimes: implications for policy and practice. Symposium Chair, American Psychological Association Conference, Toronto, ON.

Plumm, K.M. & Terrance, C. A. (2009). Impact of Extra-Legal Factors in Sexual Orientation Motivated Hate Crimes. Presented at American Psychological Association Conference, Toronto, ON.

Hanson, B.L., Plumm, K.M. & Terrance, C. (2008). An examination of extra-legal factors involving a sexual orientation motivated hate crime. Presented at American Psychology-Law Society Conference, Jacksonville, FL.

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